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ABSTRACT

This catalog, consisting of three major sections, is intended primarily for teachers and administrators in Illinois but is also designed to be applicable to educators in other states. The first section (in narrative form) focuses on ideas for using community-based resources, offers guidelines for selecting career education materials, and describes several educational resources. The second and third sections consist of annotated bibliographies. The first of these provides "how to" career education manuals and guides in the following areas: establishing resource centers, evaluating students and programs, teaching the handicapped and gifted, involving the community in career education, dealing with sex bias, providing inservice education, and career education. The second bibliography containing curriculum materials is divided into elementary school, middle/junior high school, and senior high school levels, and covers the subject areas of language art, mathematics, science, social studies, art, music, physical education, and group guidance. The senior high school materials also include curricula for vocational education. All of the curriculum materials presented were chosen from the ERIC system. (Author/SH)

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A COLLECTION OF CAREER EDUCATION RESOURCES

compiled by

Kathleen Jezierski

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This catalog consists of three major sections. The first section is in narrative form and presents ideas for using community-based resources, some guidelines for selecting career education materials, an explanation of how to order documents from the ERIC system, and a description of other organizations that may be helpful to educators in Illinois.

The second and third sections consist of annotated bibliographies. The first of these provide "how to" career education manuals and guides in the areas of establishing resource centers, evaluating students and programs, teaching the handicapped and gifted, involving the community in career education, dealing with sex bias, providing inservice education, and a listing of career education bibliographies. The second bibliography contains curriculum materials and is divided into elementary school, middle/junior high school, and senior high school materials. The curriculum materials cover the subject areas of language arts, mathematics, science, social studies, art, music, physical education, and group guidance. The senior high school materials also include curricula for vocational education.

These bibliographies are not intended to be comprehensive. All of the curriculum materials presented were chosen from the ERIC system. Many of the guides in the special interest bibliography also are available from ERIC. All other materials list source of availability.

Because this catalog is intended specifically for teachers and administrators in Illinois, special attention is given to resources that might best suit their needs. However, the catalog has wide applicability and would be valuable to educators in other states.

DISCOVERING RESOURCES

THE COMMUNITY AS A RESOURCE

Community-based experience can be defined broadly as any interaction between students and members of the community that provides students with insight into existing and future occupations. Past experience has shown that classroom curriculum alone does not provide students with this insight. Students are often unaware of the world of work and the relevance their present education has to their futures. Community-based experiences provide the opportunities for students to mix "real life" activities and classroom curriculum. Even the smallest community is full of resources (people, places, and things) that can broaden the students' understanding of themselves, their parents, school subject matter, and the community in general. It is a function of career education to broaden this sense of awareness and present opportunities to explore and prepare for the working world.

Career education needs to become more people-centered. Students need to see and hear for themselves what people do, not just what products they produce or the services they provide. They need to know why people are working at a particular job, how they got into that work, whether they are happy and if not, why not. Then students can incorporate what they have seen and heard with their own interests and get a feel for the kinds of things they might like to do. In order to gain this kind of knowledge, students must have contact with the working world. Community-based experiences don't mean continual trips to visit places. They don't even have to be class-organized activities. They can be the independent activity of a single student interested in a particular activity, pursuing it on his/her own, and sharing it with the rest of the class. They can be family experiences shared with the class, teacher experiences shared with the class, or just about anything that helps students to realize that there is a world beyond the classroom and what that world is like.

Community-based experiences usually take two forms—those that are organized as class activities and those that are the independent choice of individual students. Students generally do not seem to be aware that what they are interested in and learn on their own is just (if not more) important than what they are taught in school. That is not accidental. For too long the concept of the classroom as "the" learning place has been fostered. One of the possibilities of community-based activities is that after students are involved in some experiences that they have helped to plan and organize, they will see the community as a learning center and begin to arrange their own community-based activities in areas that are of interest to them. Remember one thing: community-based experiences are not only a cooperative effort between the community and the school; they are a cooperative effort between the teacher and the students. Activities that are planned by the teacher alone generally will not be as successful as those planned by both the teacher and students.

Four types of community-based experiences will be described: interviews, shadowing, field trips, and resource speakers. For the most part, these are all activities that involve the teacher, a single student, a group of students, or the entire class, parents, and the community.

INTERVIEWS

Having students interview members of the community is a very good introduction to the idea of the community as a classroom. Perhaps the best place to start would be to have students interview their own parents. It is amazing how few children really have any idea of what their parents jobs are. They may know the title of the job or the place of employment, but they have very little knowledge of what their parents actually do and why. If one of the parents stays at home to manage the house, that parent also should be interviewed—not just as a matter of courtesy—there are many aspects of home management that parallel the world of work on a smaller scale. Students would find out not only what their parents do but how they feel about it, and the sharing between parents and students would be good for both.

Some type of standard interview form can be developed by the class. This will insure that the students are all asking the same kinds of questions. The students should be encouraged to interview their parents separately since they are now dealing with their parents as individual workers. The interviews can be shared with the rest of the class, and individual and class reactions can be discussed. Students should evaluate how successful and interesting the interviewing activity was. Perhaps it will lead to a decision to invite some of the parents to come to the class as a resource speaker. Following the interviewing of parents, students may wish to interview other members of the community who hold different jobs or even the same jobs their parents hold to see how other people feel about the same job and why.

SHADOWING

"Shadowing" is one of the most self-explanatory concepts in career education. It also is one of the most valuable experiences a student can have. The intimate, one-to-one aspect of a student spending a day with a worker at work provides a first-hand look at a specific job. The shadowing experience can present the student with the opportunity to get a closer look at a job in which he/she is interested or to step outside of any still existing roles and find out about jobs that previously have been a taboo—a girl may decide to spend a day with a mechanic and a boy with a dental hygienist. But few boys or girls will choose to shadow a worker in a non-traditional occupation unless the program is handled in a manner that makes it acceptable for them to do so.

Designing a shadowing program is not difficult, but to be successful it must be an organized and cooperative venture among the teacher, students, parents, and the community. Students should not be assigned to an area of work in which they have no interest. There are, of course, limits, but on the whole the choice of the occupation to be shadowed should be the decision of the student after he/she has explored some areas of interest and based upon the available opportunities within the community. Teachers and parents can provide needed assistance by suggesting a broad range of occupations the student might explore.

Contacts within the community can be made in different ways. Employers throughout the community (including government agencies, business, industry, merchants, restaurants, hotels, other service-providing organizations, etc.) can be surveyed as to their willingness to have students visit their establishments and provide lists of jobs in which a student could shadow a worker. Students could then choose from the list of available opportunities. An alternative method might see the student exploring areas of his/her interest and selecting an establishment to visit. The student should be encouraged to select more than one establishment in case an opportunity is not available at his/her first choice. The selections of the students can be combined and the employers contacted.

Selection of a day for the shadowing experience should be decided well in advance. Depending upon class schedules and school requirements, one day can be chosen for all students to go into the community or several days may be chosen to accommodate smaller groups of students as well as the schedules of the employers. An effort should be made to make the correct and desired student-occupation match even if it means an exception to the general rule.

Regardless of whether students go out on the same day, in small groups on several days, or individually throughout the length of the term, the shadowing experience should consist of a *full working day.* The student will get a much better feel for a job if he/she observes all time requirements and all the possible occurrences of a day on the job. Shadowing is definitely a learning experience, not merely a sight-seeing tour.

Students must be prepared prior to the shadowing day. The class can develop a standard list of questions to be answered as well as adding any of their own choice. Below are some examples of questions that can be included on the standard list.

1. Name of the company and the person contacted
2. Name of the job shadowed
3. Daily hours of employment
4. How the person got into this type of work
5. Whether the worker likes the job
6. What the worker likes and dislikes about the job
7. Job requirements
   - educational, special skills, minimum age, licensing procedures, special attitudes or personality traits
8. Weekly work schedule
   - varied shifts
   - overtime
9. Starting salary
   - schedule and method of payment
   - overtime payment

10. Benefits
    - vacation
    - retirement plan
    - insurance plans
    - sick leave
    - personal leave
    - educational assistance
11. Promotional opportunities and methods
12. Is there a union
    - which one
    - amount of dues
13. How to apply for a job (bring back an application if possible)

These are only suggestions. The real list should be developed by the class. Special attention should be given to how the worker feels about working at this job as compared to other jobs he/she may have had. Interaction between students and workers, especially in this one-to-one setting, provides the student with an opportunity to ask just as many questions about the why of working as the what and where. Also to be developed by the class is an evaluation form for the shadowing experience. Again, a standard form will prove useful in recording the students' reactions to different jobs, but ample space should be provided to record individual reactions to specific jobs. As important as the evaluation of the experiences is the need to personally thank each place of employment and the person shadowed. A specific, short-term deadline should be established for each student to send a letter of appreciation.

Teachers planning to involve their classes in shadowing experiences should be sure to check all regulations regarding clearance with the school administration, parental permission forms, liability, insurance, etc. When conducted with foresight, shadowing presents students with a unique opportunity.

FIELD TRIPS

Field trips use the community as a classroom. Where shadowing presents a one-to-one interaction between a student and a worker, a field trip provides a focused learning activity for an entire class or a portion of the class—students, teacher(s), and parents. Visiting a site and observing the various jobs provide a first-hand look at an occupational area. The reactions and observations of each participant in the trip will be different and can lead to an indepth exploration of a particular field of work. The trip should focus on the workers—their reasons for holding that job, what they like and dislike about the job—not only the products they produce. A field trip can be used as either an introduction to a unit of study or as the culmination of such a unit. Whenever the trip is planned, it should be conducted in a manner that will give added meaning and clarity to the classroom curriculum. Here too, a field trip is more than a class outing.

Planning is a must for the success of the field trip. A site must be selected and a date chosen. This should definitely be a cooperative effort between teacher and students. They can research possible sites and decide if the trip would be more useful as an introduction to an area of study or as the final chapter. A field trip that is totally arranged by a teacher will be the teacher's field trip and not that of an entire class. The trip will be a learning experience for all, and students should be involved in as much of the deciding, planning, and arranging as possible.

Once the where and when decisions have been attended to, there are administrative requirements to meet. Teachers need to be aware of the particular school's or school district's regulations. Generally, there are forms to notify the administration about the purpose of the trip, the place, date and time, length of time spent away from school, and cost and method of transportation. Depending upon the location of the trip and the policy of the school district, school buses may be used, parents enlisted to drive groups of students, or a bus chartered. Insurance and liability coverage is a definite consideration for any means of transportation. Also, parental permission forms must be signed and kept on file. It is important that all administrative details be settled before the field trip is conducted.

Now that duty has been served and permission received, the field trip site can be contacted and arrangements finalized. It is an excellent idea for the teacher and/or a student committee to make a pre-field trip visit to the site. The class can prepare in advance a list of questions to be answered. This will acquaint the site guide with the students' interests. The guide can answer these questions in the normal course of the tour, and thus allow more time for the students' on-the-spot questions. This list of questions can be similar to the questions provided in the section on shadowing, but it should be broadened to cover the requirements, benefits, etc. of an entire organization as opposed to a specific job. Encourage the guide to present a total picture of the organization and not just the advantages.

Class preparation for the field trip is essential for the success of the learning experience. Students should do as much research as possible on the area of study as well as the field trip site. The class should develop objectives for the trip and discuss expectations. After the trip, the class can decide if these were met. The arrangements for the trip, including date and time, should be thoroughly discussed and students made aware of any possible rules of safety or regulations of the site to be visited. Ground rules should be discussed and set for the trip with respect to conduct. Students can be assigned special tasks such as taking photographs, making tape recordings, etc. These preparations should be made well in advance so that the trip will run smoothly. Try to keep the trip fun.

At the field trip site, move in small groups whenever possible. If more than one guide is available, divide the group and go in different directions. Smaller groups will allow for better student observations and questions. Perhaps as part of the class preparation, notebooks can be developed. Such booklets could contain the agenda for the trip, objectives and expectations, points of interest at the field trip site, and space for notetaking during the tour.

Followup and evaluation of the trip will round out the field trip experience. Several new areas of interest may emerge that are relevant to the course of study. Students need the chance to discuss their reactions and decide if the

trip met with their objectives and expectations. If the trip occurs at the beginning of a unit of study, the students' experiences can help the teacher decide how to approach the unit. If the trip occurs at the end of a unit, it can serve as a summation and point to new directions for exploration. A student evaluation form, with sufficient space for individual comments, reactions, and suggestions will provide insight as to the trip's success. An evaluation form can also be designed for the field trip guide. His/her reactions to the students, their questions, the amount and type of information he/she feels the students received, and his/her reactions to the value of the visit.

The organization visited should be sent letters of appreciation, both from the class as a whole and the teacher. Any projects which the students develop as a result of the trip can be sent to the organization for possible display. Not only will such displays provide the organization with public relations materials, but the workers at the site will get as much enjoyment from seeing them as the students got from doing them.

COMMUNITY RESOURCE SPEAKERS

The final form of community-based experiences to be discussed is the use of community resource speakers. Because career education takes on more meaning and relevance when students are in contact with actual workers, resource speakers should become an integral part of career education programs. As with all community-based activities, sufficient planning is important to the success of the learning experience.

Teachers may wonder just how often to use a resource speaker. Or they may wonder that with time given to shadowing experiences, field trips, and resource speakers there will be no time left for teaching. But the use of these different activities is teaching. It is students learning on their own or from someone other than the classroom teacher in areas that are of specific interest to them. These experiences bring the subject fields of math, science, history, language arts, music, physical education, etc. to life and actually demonstrate to the student the need for knowledge in these areas. Therefore, resource speakers should be used as often as is necessary to help clarify a field of study, make it more relevant, or add a fresh approach to the usual subject matter. Student contact with workers in the community will reinforce the idea that education and the development of skills is important for every job as well as acquaint students with what the structure of work is like and what workers feel is good about it and what needs to be changed.

Resource speakers will need to be identified, and literally no one should be overlooked. Again, cooperation between the teacher and students is a must. The imagination of the students should be stirred so that they will see that everyone with whom they come into contact is a potential resource speaker. Survey forms can be designed and sent to parents or based on the interviews the students conducted with their parents, the class may wish to invite some of them without conducting a survey. All of the workers that provide services to the school and whom the students see everyday can be considered. Friends of the students or their families, friends of the teacher, workers at the local bank, factories, businesses, government agencies, utility companies, television and radio stations, all of these can provide potential resource speakers. The list is endless. A good example might be a telephone operator--students speak with telephone operators all of the time, but they never see each other. And by all means,

do not forget senior citizens. They can offer students a perspective on working from job entry through retirement. The students can offer them the chance to be active. Perhaps at the beginning of the term the class can establish a tentative list of speakers. As interests deepen or change, the list can be revised. Always be sure to allow for change and spontaneity in the choice of speakers.

After speakers have been identified, the class should decide just what it would like to know. A list of questions concerning the kind of work, the reason for working, the amount of satisfaction, likes and dislikes, benefits, hours, skills and education required, etc. should be developed. This list can be given to the speaker in advance as a preparation. The teacher or a group of students may wish to meet with the speaker in advance. The speaker should be encouraged to give a total picture of his/her job. This should include how he/she feels about the kind of work they do, the place where they work, the reasons why they may stay at a job when they would rather do something else, the advantages and disadvantages they encounter. In other words, the worker should not merely describe the place where he/she works or the products produced or services. It should be approached from a personal "people oriented" point of view. The speaker should bring along any type of tools or clothing that are necessary for the job. This includes not only the obvious things such as welding masks or engraver's tools but employment forms for someone working in a personnel department or sample ledgers used by bookkeepers.

In order to be of maximum benefit to the students, classes should not be combined. Dealing with a large number of students will turn what should be an intimate conversation about the job into a speech. That must be avoided. The resource speaker must understand that only half of his/her time is to be given to describing the job and his/her feelings about it. The rest of the time should be devoted to questions that students have. The experience should be very much an interaction between the speaker and the students, with the teacher taking a passive role.

Followup, evaluation, and an expression of appreciation are important. The use of a resource speaker may be very much like the use of field trip. He/she may help to introduce an area of study, bring it to a close, or clarify it along the way. Listening to such a speaker will give both the teacher and students new ideas for redirecting the area of study, branching out into new areas, or reexamining what has been learned. The students can develop an evaluation form to rate the different speakers and the speakers can rate the students as well. At the end of a term, all of the speakers can be compared and decisions made about which ones were the most interesting, useful, and helpful and why. The students should also develop a letter of appreciation to be sent to each resource speaker.

Many schools are now building resource files in connection with career education programs. Resource speakers who were considered helpful should be added to the file. However, a particular individual should not be overtaxed. There is a broad range of both occupations and individuals who can provide insight and help to students as they explore the world of careers.

GUIDELINES FOR THE SELECTION OF CAREER EDUCATION MATERIALS

The most important point to remember in selecting career education materials is that these materials will have a major effect on the students. They are the ultimate consumers. Whether the materials have positive or

negative effects, one thing is certain: the effects will be far-reaching and influence the students' attitudes toward themselves, other people, education, and the world of work. Selecting the "right" materials for a career education program is important.

The process of selecting materials varies from school to school or district to district. Administrators generally are concerned with selecting materials that will suit an entire career education program which encompasses several grade levels. Individual teachers are concerned with selecting materials for a particular class. Teachers usually are consulted in the selection process, but sometimes they are not. Whether the process is one of cooperation between administrators and teachers or an independent activity of either group, certain precautions must be taken to insure that the materials have the proper "fit." This section presents some guidelines and checklists to assist both administrators and teachers in the selection of career education materials and some hints for teachers on how to handle materials that are biased.

The two most necessary considerations in the selection process are the appropriateness of the materials with respect to the students who will use them and the presence of bias towards individuals or groups with respect to race, sex, age, or exceptionality. There are other factors that will need to be considered, such as the lifespan of the materials (will they become outdated in a short period of time) and the financial aspects (is the cost of the materials within the budget), but the overriding concerns should be appropriateness and lack of bias.

Career education materials are appropriate when they match the needs of the students. Several criteria can be applied to gage the effect the materials will have on students: (1) does the age and developmental level of the students correspond to the intended age and developmental level of the materials, (2) does the content of the materials reflect the planned goals and objectives of the career education program or of a particular class, (3) are the materials dated or is the information current and, therefore, more useful and interesting to the students, (4) is the information provided accurate and thorough in its presentation, and (5) what is the format of the chosen materials, is there a sufficient mix of printed and audiovisual materials.

Materials that do not match the developmental level of the students will be boring; either they will be too advanced or too simplistic. Such materials will not appeal to the students and will be ineffective. Goals and objectives for an entire career education program or an individual class are decided in advance, and these goals can serve as a guide in the selection of the content and format of the materials. Printed texts are important, but the use of films, slides, filmstrips, tapes, and other audiovisuals often are more efficient and effective methods of demonstrating a point and stimulating the interest of the students. Regardless of the format, if the materials do not accurately and thoroughly treat a topic, they will be misleading to the students and defeat the objectives of the program. Below is a checklist that will be helpful in judging the appropriateness of the match between materials and the students.

1. Are the materials appropriate to the age of the students?
2. Are the materials appropriate to the developmental level of the students?
3. Is the content of the materials accurate?

4. Is the coverage of the topic thorough?
5. Is the content of the materials current or dated?
6. Will the materials appeal to the students interests?
7. Does the content reflect planned goals and objectives?
8. What is the format of the materials?
9. Are the graphics attractive?
10. Is the language uncluttered, clear, and appropriate to the students understanding?
11. Is there a mix between printed materials and audiovisuals?
12. What will the lifespan of the materials be?
13. What is the cost of the materials?
14. What will be the advantages and disadvantages of using these materials?
15. What types of equipment will be necessary for use with these materials?
16. Are the materials designed for use by individual students, groups of students, or both?
17. Are the materials designed to be used easily by the students?
18. Are the suggested teaching techniques clearly identified and defined?
19. Are there evaluation materials or methods included in the materials?
20. Is there evidence that the materials have been used successfully elsewhere?

Equally as important as the appropriateness of the materials is the presence of bias. Biases of one sort or another would seem to be easily detected; but they can be very subtle. When such subtleties go undetected, they can influence the attitudes of the students. Materials should be checked thoroughly for the presence of stereotypic behavior for any individual or group as portrayed in either language or graphics. Indicators include: (1) racial minorities presented in lower paying, status, and responsibility occupations, (2) males and females represented in common "leader-helper," "stronger-weaker," "competent-incompetent" roles, (3) representation of only the physically handicapped and then only in isolated and helpless roles, and (4) representation of older people as helpless, incapable, or ineffective.

It may seem that the examination of materials for bias has been carried too far. A simple 10-minute film or a 50-page student guide could not possibly contain that many biases, but they can. Materials are all developed by people, and people suffer from the effects of bias. No matter how unaware the developer may be of his/her biases, they have a way of creeping in. It is not suggested that materials be examined to see that all former roles are now reversed, but that all individuals and groups be treated as having worth, uniqueness, and capabilities and not treat some as more worthy than others. Therefore, let the buyer beware—not only of the developer's bias but of his/her own.

Below is a checklist that will be useful in gaging the presence of bias in materials.

1. What are your biases and how will they effect your evaluation of the materials?
2. Do the materials contain language that is racist or biased against ethnic groups?

3. Are races or ethnic groups presented in stereotypic roles or occupations, menial or serving tasks, or as incompetent or confused?
4. Do the graphics support the ideas presented in 3 above?
5. Do the graphics present the current styles of dress of races and ethnic groups?
6. How is the language and behavior of races and ethnic groups handled—are there any indications of inadequacy?
7. How are older people depicted—are they competent or helpless?
8. Do the materials represent people who are exceptional?
9. Are people with exceptionalities limited to the physically handicapped?
10. Do the materials include such exceptionalities as giftedness, behavioral problems, hearing impairments, learning disabilities, mental retardation, multiple handicaps, neurological problems, physical handicaps, and serious emotional problems?
11. How are people with exceptionalities depicted—as active and involved with others or isolated and helpless?
12. Do the materials represent any form of tokenism with respect to age, race, sex, or exceptionality?
13. Are the materials free from value judgments in language and graphics with respect to all individuals and groups?
14. Is the worth and uniqueness of all people emphasized rather than the differences that exist?

There will be times when materials that are already in use will be discovered to contain bias. Such a discovery, either by the teacher or the students, should not be ignored. The class should discuss its existence and possible effects on learning. It is through awareness and understanding that bias will disappear. Hiding from its existence will have negative effects on the students' attitudes toward themselves, others, education, and work.

ORGANIZATIONS THAT PROVIDE RESOURCES AND HOW TO USE THEM

The resources presented in this catalog will be useful to teachers and administrators only if they are also aware of how to obtain them. Many of these materials are available from the Educational Resources Information Center (ERIC). Also, there are a number of organizations that can provide assistance to teachers and administrators in the area of career education. This section, then is devoted to the procedures for obtaining documents from the ERIC system, a description of the functions and services of the Resource and Referral System, and listings of other organizations that can be of service to career educators.

HOW TO ORDER DOCUMENTS FROM ERIC

Documents included in the ERIC system are announced monthly in *Resources in Education* (RIE). Most of these documents are available in microfiche and/or paper copy from ERIC. Those that are not include a statement of availability from the original publisher. Documents available from the ERIC system must be ordered from

the ERIC Document Reproduction Service (EDRS) located in Arlington, Virginia. All documents are referenced with a six-digit ED number. This ED number is to be used as the ordering number for each document requested. The requestor should specify whether microfiche (MF) or paper copy (HC) is desired. The price of each document is listed in the abstract in RIE. This price plus the necessary postage must be included in the form of a check or money order with the document order. Checks and money orders should be payable to EDRS or Computer Microfilm International Corporation. The completed order should be sent to: EDRS, P.O. Box 190, Arlington, Virginia 22210.

Below is a checklist that will be useful when ordering documents from the ERIC system.

1. List the ED numbers for all documents required.
2. Indicate whether microfiche or paper copy is desired.
3. List the unit price for each document and include postage for the entire order.
4. Prepare a check or money order for the entire amount payable to EDRS or Computer Microfilm International Corporation.
5. Send completed order to: EDRS, P.O. Box 190, Arlington, Virginia 22210.

An ERIC document order form, listing the most current price schedules, is included in the back of the catalog. As prices are subject to change, the most recent issue of RIE should be consulted for current price schedules.

HOW TO USE THE RESOURCE & REFERRAL SERVICE

The Resource and Referral Service (RRS) is part of a nationwide effort to bring educational research and school practice closer together. This nationwide effort is called the Research and Development Exchange (RDx) and is supported by the National Institute of Education's Dissemination and Resources Group, School Practices and Services Division.

The Research and Development Exchange is composed of four (4) central services, five (5) regional exchanges, and thirty-three (33) state departments of education. It is the goal of the RDx to create an "exchange" of information between the work being done by researchers and developers and the needs of practitioners in all areas of education. This simultaneous exchange of information provides practitioners with a method of influencing future research and development programs and policies while providing them with information about current research and development outcomes.

This is how an exchange works. A practitioner in need of a human or material resource calls upon the contact person in his/her state department of education. If the contact person is unable to fulfill the request, he/she acts as a link between the original requestor and the regional exchange. The linker refers the question to the regional exchange and contacts the original requestor with the desired information once it has been obtained. If the regional exchange is unable to provide the required service, the exchange contacts the Resource and Referral System to request the required information.

The Resource and Referral System is located at The Center for Vocational Education, The Ohio State University, Columbus, Ohio. The services of RRS are not limited to vocational education. RRS can help link

school people to resource organizations including networks, centers, agencies, associations, systems, clearinghouses, programs, and projects and provide information on the major areas of emphasis, functions, services, products, accomplishments, and key contact people of these organizations. RRS also links school personnel with information products such as brochures, catalogs, product directories, publications, and services available through these resource organizations. The functions of the RRS also include: (1) building a resource bank of information on selected organizations which produce or disseminate educational research and development outcomes, (2) responding to requests for information and providing assistance in locating these resources, (3) conducting workshops on using information resources, and (4) designing research and development activities to improve information resources. The RRS does not offer document retrieval services provided by other organizations but will refer clients to these organizations.

RESOURCE ORGANIZATIONS

The following organizations provide services specifically to the State of Illinois. These organizations serve Illinois alone, or as a member state in a particular region.

CEMREL, INCORPORATED, ST. LOUIS, MISSOURI WITH THE MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY, KANSAS CITY, MISSOURI. Contact: Dane Manis (314) 781-2900, ext. 214. CEMREL serves as one of the five Regional Exchanges in the Research and Development Exchange.

ILLINOIS RESOURCE AND DISSEMINATION NETWORK (IRDN), ILLINOIS OFFICE OF EDUCATION, 100 N. FIRST STREET, SPRINGFIELD, ILLINOIS 62777. Contact: Carol Reisinger (217) 782-0762. Ms. Reisinger serves as the state department of education contact for the Research and Development Exchange. The IRDN is an educational information retrieval system. In its linking functions, IRDN utilizes the Program Service Teams of the five decentralized state education offices to help identify the needs of LEAs, aid in problem solving, lend technical assistance, and locate resources to help schools. IRDN provides information services, access to computerized data bases, and materials duplication services of ERIC documents. Services are provided free of charge to Illinois educators. All requests for services should be channeled through the Program Service Team representative in the appropriate service team office.

Region I—Chicago
Program Services Team
188 West Randolph
Chicago, Illinois 60601
(312) 793-5560
Contact: Ms. Jean Donahue

Region II—DeKalb
Program Services Team
Northern Illinois University Campus
Gabel Hall, Room 164
P.O. Box 625
DeKalb, Illinois 60115
(815) 753-0261
Contact: Mr. John Stoudt

Region III—Springfield
Program Services Team
100 North First Street
Springfield, Illinois 62777
(217) 782-5697
Contact: Ms. Nan Spalding

Region IV—Champaign
Program Services Team
No. 3 Henson Place
Champaign, Illinois 61820
(217) 333-6770
Contact: Mr. Jerry Foster

Region V—Mt. Vernon
Program Services Team
601 North 18th
Mt. Vernon, Illinois 62864
(618) 242-1676
Contact: Mr. Richard Haney

EAST CENTRAL CURRICULUM MANAGEMENT CENTER (ECCMC), 100 NORTH FIRST STREET, SPRINGFIELD, ILLINOIS 62777. Contact: Rebecca Douglass (217) 782-7084. The ECCMC is one of six centers throughout the U.S. designed to coordinate the development of curriculum so that duplication of effort will be eliminated. The ECCMC provides an annual annotated bibliography of materials that have been developed by each

of the 12 states in its region. The ECCMC also publishes information on curriculum currently under development, the curriculum network's national newsletter *(NNCCVTE)*, and a regional newsletter *(Center Critiques)*. Information search services are available to all states in the region, as well as a 30-day library loan of materials recently produced throughout the U.S. and not widely available.

CURRICULUM PUBLICATIONS CLEARINGHOUSE, 76B HORRABIN HALL, WESTERN ILLINOIS UNIVERSITY, MACOMB, ILLINOIS 61455, (800) 322-3902. The Curriculum Publications Clearinghouse is operated under a contract with the Illinois Office of Education, Department of Adult, Vocational and Technical Education. Its purpose is to provide state-developed curriculum materials on a cost recovery basis. Brochures listing the current holdings of the Clearinghouse are available from the above address.

The organizations listed below consist of the 16 ERIC Clearinghouses which can provide resources in career education or related educational areas.

Career Education Clearinghouse
The Ohio State University
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Counseling and Personnel Services Clearinghouse
University of Michigan
School of Education Building, Room 2108
East University and South University Streets
Ann Arbor, Michigan 48104
(313) 764-9492

Early Childhood Education Clearinghouse
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-1386

Educational Management Clearinghouse
University of Oregon
Eugene, Oregon 97403
(503) 686-5043

Handicapped and Gifted Children Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

Higher Education Clearinghouse
George Washington University
One Dupont Circle, N.W.
Suite 630
Washington, D.C. 20036
(202) 296-2597

Information Resources Clearinghouse
Syracuse University
School of Education
Area Instructional Technology
Syracuse, New York 13210
(315) 432-3640

Junior Colleges Clearinghouse
University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
(213) 825-3931

Languages and Linguistics Clearinghouse
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
(703) 528-4312

Reading and Communication Skills Clearinghouse
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
(217) 328-3870

Rural Education and Small Schools Clearinghouse
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003
(505) 646-2623

Science, Mathematics, and Environmental Education Clearinghouse
The Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
(614) 422-6717

Social Studies/Social Science Education Clearinghouse
Social Science Education Consortium, Incorporated
855 Broadway
Boulder, Colorado 80302
(303) 492-8434

Teacher Education Clearinghouse
American Association of Colleges for Teacher Education
One Dupont Circle, N.W.
Suite 616
Washington, D.C. 20036
(202) 293-7280

Tests, Measurement, and Evaluation Clearinghouse
Educational Testing Service
Princeton, New Jersey 08540
(609) 921-9000, ext. 2176

Urban Education Clearinghouse
Columbia University
Teachers College, Box 40
525 West 120th Street
New York, New York 10027
(212) 678-3433

RESOURCES WITH A SPECIAL FOCUS

RESOURCE CENTERS

Career Awareness Resource Center. Final Report. Beaverton School District 48, Oregon; February 1, 1976, 161p. Describes the process used to develop a cataloging and retrieval system for career awareness materials. The system enables teachers to request resource center materials under a wide variety of classifications. (ED 127 484, EDRS Price: MF-$0.83 HC-Not Available from EDRS.)

Career Center Filmstrips. By Thomas Jacobson. Two 35 mm color filmstrips with accompanying sound cassette tapes designed to assist counselors, teachers, paraprofessionals, parent groups, school administrators, and others with all of the necessary steps involved in the planning, development, organization, and operation of junior and senior high school career centers. (Available from: Thomas Jacobson, 5945 Highgate Center, La Mesa, California 92041.)

Junior High School Career Center Filmstrip w/cassette	
97 frames—28 minutes	$25.00
Senior High School Career Center Filmstrip w/cassette	
107 frames—28 minutes	$25.00
Both Filmstrips w/cassette tape	
204 frames—28 minutes each	$40.00

The Career Education Center—One Tool for Implementing Career Education. By David N. Oegema; 1975, 5p. Paper presented at the Annual Meeting of the Michigan Personnel and Guidance Association describing the career center as an operational delivery system providing students and adults with exposure to occupational, vocational, college, and financial aid information. (ED 123 514, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Career Education Resource Center. By Joann Boeyink and William Welch, White Bear Lake Independent School District 624, Minnesota; 1973, 13p. Describes a career guidance resource center designed to gather together in one place a particular school's career guidance resource materials. The guide contains objectives, a sample floor plan, and suggestions regarding staffing, availability of services, and student referral. (ED 107 774, EDRS Price: MF-$0.76 HC-$1.58 plus postage.)

Career Education Resource Laboratory (CERL) Project. Final Report. Phase II. By Carol Sanders et al., Eastern Illinois University; May 1975, 59p. Provides information on a university-based career education resource laboratory that serves 125 schools through monthly newsletters, workshops, directory of local industry resources and services, and a library of career education materials. (ED 110 663, EDRS Price: MF-$0.76 HC-$3.32 plus postage.)

Career Education Resource Laboratory (CERL) Project. Final Report. Phase III. Eastern Illinois University, Center for Educational Studies; April 30, 1976, 37p. Describes major activities in the areas of demonstrations, dissemination, and workshops by a university-based career education resource laboratory. (ED 122 144, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

The Career Information Center: A Demonstration Guidance Project. By Elmer E. Huff, North York Board of Education, Willowdale, Ontario; October 21, 1974, 7p. Describes a career information center established in a secondary school as a demonstration guidance project. Attempts are currently underway to evaluate the center's effectiveness. (ED 124 833, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Career Information Center: Staff Roles. By Robert Bornstein, Rutgers University, Curriculum Laboratory; October 1975, 79p. Describes implementation strategies for the establishment of a career information center in a large urban high school. Particular attention is given to administrative arrangements and staff roles involved in such a center. (ED 127 461, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

The Career Resource Center. By John Meerbach, ERIC Clearinghouse on Counseling and Personnel Services; 1975, 146p. Describes how to develop and implement a career resource center, from conception to evaluation. Six brief vignettes are presented which focus on bringing career education into different types of schools. (ED 109 590, EDRS Price: MF-$0.83 HC-Not Available from EDRS.)

Career Resource Center: A Handbook for Implementation. Publication No. 0002. By Robert E. Sullivan, New Jersey State Department of Education, Division of Vocational Education; June 1975, 96p. Includes appendixes on implementing career resource centers, career center floor plans, correspondence, forms, a listing of careers related to subject areas, an explanatory flier for students, and evaluation instruments. (ED 112 213, EDRS Price: MF-$0.76 HC-$4.43 plus postage.)

A Classification Scheme for Career Education Resource Materials. By Ronald G. Koontz, U.S. Office of Education, Office of Career Education; June 1975, 37p. Presents a classification scheme for career education resource materials. (ED 110 829, EDRS Price: MF-$0.76 HC-$1.95 plus postage.)

Comprehensive Career Education Center Model. Final Report. By Dick Stauber, Moraine Park Vocational, Technical and Adult Education District, Fond du Lac, Wisconsin; June 30, 1974, 66p. Describes the establishment of the Moraine Park Technical Institute as a Career Education Center. This center provides services to the public and private secondary schools in the Moraine Park Vocational, Technical and Adult Education District. (ED 122 891, EDRS Price: MF-$0.83 HC-$3.50 plus postage.)

Desk Reference: Facilitating Career Counseling and Piacement. By Jan L. Novak and Wayne A. Hammerstrom, Wisconsin Vocational Studies Center; 1977, 161p. Helps answer questions dealing with career guidance, including how to infuse it into the classroom, how to select the information materials, and how to store them so they can receive maximum use by both educators and students. (Available from: The Center for Vocational Education Publications, 1960 Kenny Road, Columbus, Ohio 43210, Price—$9.75.)

Development of Career Education Center for the Junior High Student. By Jerri Poppe and Dan Schultz, White Bear Lake Independent School District 624, Minnesota; 1973, 36p. Describes an exemplary project that established and organized a career education center in an existing junior high school media center complex. (ED 107 758, EDRS Price: MF-$0.76 HC-$1.95 plus postage.)

The Development of 17 Career Resource Centers in Pennsylvania. By James P. Lewis, Pennsylvania State Department of Education, Bureau of Information Services; 1975, 76p. Provides practical information on the day-to-day operations of career resource centers. Covers such topics as: scheduling students for the career resource centers, faculty orientation, most used career development instruments, and evaluation of materials and equipment. (ED 120 389, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

Guidance Workshop Manual. Career Information Centers. By Roger W. Ritch, Project CAREER, Randolph, Massachusetts; January 1975, 30p. Describes how to establish a career resource center. Includes functions of the career resource center, minimum physical and personnel requirements, basic information materials, and procedures for acquiring, classifying, storing, and retrieving materials. (ED 129 994, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Guidelines for Establishing Career Resource Centers. By Clarence A. Dittenhafer and James P. Lewis, Pennsylvania Research Coordinating Unit for Vocational Education; December 1973, 60p. Presents general guidelines for the installation and operation of a career resource center. Appended materials include a use inventory, standard reference works, sources of occupational information, audio-visual resources, recommended equipment, a budget outline, and promotional materials from other centers. (ED 103 582, EDRS Price: MF-$0.76 HC-$3.32 plus postage.)

Implementing a Career Guidance and Placement Center. By Susie B. Morgan and Barbara A. Pendleton; March 30, 1976, 24p. Paper presented at the Southern Region Vocational Education Leadership Development Conference describing a comprehensive approach to the establishment of a career guidance and placement center for secondary schools. (ED 130 103, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Model Career Resource Centers in Schools for the Systematic Purposeful Use of Career Information Supported by a State Information Preparation Agency. Final Report. By Norma M. Mountan, North Hills High School District, Pittsburgh, Pennsylvania; June 30, 1973, 24p. Describes the career development information delivery system of the North Hills School District. The district serves 3,500 students in grades 9-12. An internal evaluation compares the regular guidance program with the resource center program. (ED 112 127, EDRS Price: MF-$0.76 HC-$1.58 plus postage.)

A Study of Career Centers in the State of California. Final Report. By Stephen H. Ellis et al., Grossmont Union High School District; June 1975, 191p. Gives detailed suggestions on ways to implement, maintain, and improve a career center. Examines the questions: What is a career center? What does a career center do? Who uses the career center? (ED 113 442, EDRS Price: MF-$0.83 HC-$9.51 plus postage.)

EVALUATION

The Career Education Assessment Guide. Oregon State Department of Education; 54p. Presents an evaluation instrument to be used for assessing essential components of a model career education program. Instrument will provide a general overview of the school district's career education program, showing a profile of strengths and weaknesses. (ED 120 475, EDRS Price: MF-$0.83 HC-$3.50 plus postage.)

Career Guidance Techniques for Classroom Teachers. Tests. Individualized Learning Systems for: Career/ Vocational Education Staff Development. Oregon State Department of Education; 22p. Presents career guidance techniques in the competency area of testing. Includes five sample activities designed to enable learners to better understand testing and its uses, their own values and abilities, and occupational areas that might interest them. (ED 133 524, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

The Development and Field Test of an Objective Career Counseling Instrument. Final Report. By J. L. Wircenski, Education Service Center Region 17, Lubbock, Texas; June 1976, 63p. Describes the development of career counseling instruments used to record and relate variables that effect program placement. From the correlations performed, the instruments are held to be excellent predictors of student job placement. The 15 revised instruments are included. (ED 130 166, EDRS Price: MF-$0.83 HC-Not Available from EDRS.)

The Development of an Evaluation Scheme for Career Education in the Middle Grades. Final Report. By William R. Hoots, Jr., East Carolina University, School of Technology; August 1973, 40p. Describes the development of instruments to measure the attainment of career education objectives in the middle grades. The final form of the test contains 25 self and work-related items calling for written responses. The test is to be used at the ninth grade level. (ED 113 451, EDRS Price: MF-$0.76 HC-$1.95 plus postage.)

The Efficacy of Career Education, Other Ways of Assessing Effectiveness. National Advisory Council for Career Education; October 15, 1975, 56p. Reports the results of a survey of 41 career education projects supported by Vocational Education funds. Examined are the student effects of self-awareness, career exploration, occupational preparation and job placement, and general attitudes toward career education. (ED 122 005, EDRS Price: MF-$0.83 HC-$3.50 plus postage.)

Evaluation and Educational Decision Making: A Functional Guide to Evaluating Career Education. Development Associates, Inc.; September 1975, 133p. Develops the concept that evaluation should be viewed as a management tool for the improvement of program performance. Presents reviews of instruments which measure career education student outcomes. (ED 117 185, EDRS Price: MF-$0.83 HC-$7.35 plus postage.)

An Evaluation Design for School-Based Career Education Programs. Final Report. By Dadiv H. Castner, University of Wisconsin-Stout, Menomonie Center for Vocational, Technical and Adult Education; June 1973, 122p. Reports the development of an evaluation design capable of aiding local agencies in measuring the effectiveness of school-based K-12 career education programs. Includes procedures for performing the four levels of evaluation. (ED 126 239, EDRS Price: MF-$0.83 HC-$6.01 plus postage.)

How to Evaluate Career Education: Or, Frustrations of a Third Party Evaluator, Excerpts from a Final Evaluation Report. By Carlyle W. Gilbertson; October 23, 1975, 41p. Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision presenting excerpts from a final evaluation report of a project entitled "Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary, and Postsecondary Schools." (ED 128 749, EDRS Price: MF-$0.83 HC-Not Available from EDRS.)

Issues of Sex Bias and Sex Fairness in Career Interest Measurement. By Esther E. Diamond, Ed., Aries Corp.; 1975, 239p. Includes a series of papers on sex bias and sex fairness in career interest inventories and provides guidelines for evaluating inventories for sex fairness. (ED 113 609, EDRS Price: MF-$0.83 HC-$12.71 plus postage.)

Measurement, Diagnostic and Prescriptive Components of a Career Education Learning System. Texas Education Agency; May 1975, 69p. Describes initial steps in the development of instruments to measure career education learner outcomes. More recent information, including technical reports and 17 learner outcome instruments, is available directly from: Division of Assessment and Evaluation, Texas Education Agency, 201 E. 11th Street, Austin, Texas 78701. (ED 117 344, EDRS Price: MF-$0.83 HC-$3.50 plus postage.)

Perspectives on the Problem of Evaluation in Career Education. Monographs on Career Education. By Kenneth B. Hoyt, U.S. Office of Education, Office of Career Education; 1976, 44p. Summarizes the results of two mini-conferences on the evaluation of career education. Presented are problems involved in evaluation, examples of current evaluation approaches, and learner outcomes appropriate for use in evaluating career education. (ED 127 471, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

The Revision and Validation of a Set of Career Education Cognitive Evaluation Instruments. By Billie T. Rader; March 1976, 32p. Paper presented at the Annual Meeting of the American Educational Research Association discussing the revision and validation of the Career Education Cognitive Questionnaires originally developed in 1973. (ED 129 895, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

User's Guide. Texas Career Education Measurement Series. Texas Education Agency; September 1975, 33p. Provides information about the Texas Career Education Measurement Series (CEMS). CEMS consists of 16 category tests and one survey instrument. The manual provides a description of CEMS, provides information for interpreting results, describes how to use the series, and provides the rationale and historical background for CEMS. (ED 130 061, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

HANDICAPPED AND GIFTED

Career Awareness for Deaf Education: Resource Curriculum Guide: Prekindergarten—Grade 12. South Dakota School for the Deaf; 1975, 263p. Relates comprehensive teacher-produced materials to occupational information about 12 job clusters that would be most practical for the deaf or hearing impaired. Includes a guide to teacher job-seeking skills and a listing of established postsecondary facilities offering programs for deaf students. (ED 110 750, EDRS Price: MF-$0.83 HC-$14.05 plus postage.)

Career Development in the Education of the Deaf: A Program Model, Materials and Practices and Procedures for Preparing Teachers to Implement It. Final Technical Report. July 1, 1973—August 30, 1975. Rochester University; August 1975, 125p. Describes a three-year project to develop a career education program model and instructional materials for deaf junior and senior high school students in New York. Provides a discussion of the development, modification, adaptation, and field testing of materials and the results of a summer workshop for educators. (ED 128 980, EDRS Price: MF-$0.83 HC-$6.01 plus postage.)

Career Education: Exemplary Programs for the Handicapped. By Thomas P. Lake, Ed., Council for Exceptional Children, Information Center on Exceptional Children; 1974, 98p. Contains reports of six career education programs for handicapped adolescents and young adults. Includes descriptions of an alternative high school program, a mobile van program, job training program for educable mentally handicapped students (project SERVE), a program for teen-aged job seekers, the Technical Vocational Program for Deaf Students, and the Vocational Village, which offers personalized career education to young persons who have physical, mental, or emotional problems (ED 101 489, EDRS Price: MF-$0.83 HC-Not Available from EDRS.)

Career Education for Gifted and Talented Persons. By Kenneth B. Hoyt; December 1974, 12p. Paper presented at the New England TAG Conference discussing the special problems encountered in developing career education programs for the gifted and talented. Problems relating to the assumption that talented students have special responsibilities are discussed. (ED 127 755, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Career Education for Gifted and Talented Persons. By Kenneth B. Hoyt; April 1974, 13p. Paper presented at the Texas Education Agency Conference on Career Education for the Gifted and Talented commenting on four problems in the delivery of career education to the gifted and talented. Included is a brief justification of the author's book, *Career Education for Gifted and Talented Students.* (ED 127 756, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Career Education Materials for Educable Retarded Students: Project Price Working Paper No. 2. By Greg Brown et al., Missouri University, Department of Counseling and Personnel Services; December 1974, 63p. Presents an annotated bibliography of 150 commercially available career education materials for EMR students. Materials are grouped into three curriculum areas: daily living skills, personal-social skills, and occupational guidance and preparation are divided into three age levels: elementary, junior high, and senior high. (ED 104 067, EDRS Price: MF-$0.76 HC-$3.32 plus postage.)

The CI-TAB Middle School Program: Career Information and Training Activities for the Blind and Visually Handicapped. By Mary Swearengen, Education Service Center Region 17, El Paso, Texas; 1976, 171p. Presents the scripts of 23 cassette recordings providing career education for visually handicapped and blind middle school students. Includes eight study units and 14 first person accounts of visually handicapped or blind workers including an electronics technician, homemaker, and computer programmer. (ED 126 668, EDRS Price : MF-$0.83 HC-$8.69 plus postage.)

The CI-TAB Secondary Program: Career Information and Training Activities for the Blind. By Mary Swearengen and B. Mosley, Education Service Center Region 19, El Paso, Texas; 1975, 184p. Presents a secondary career education program for visually handicapped and blind students available in braille and cassette recordings. Five general discussions focus on (1) procedures and consumers, goods and services, (2) employment and placement services, unions and social security, (3) resumes, applications, and interviews, (4) job classifications, and (5) independence, responsibility, and freedom. (ED 129 032, EDRS Price: MF-$0.83 HC-$10.03 plus postage.)

Conn-Cept: Connecticut's Programming for the Gifted and Talented. By William G. Vassar, Ed., Connecticut State Department of Education, Hartford Bureau of Public Personnel and Special Education Services; 1976, 74p. Includes 11 articles by professionals in the field. Intended for school district personnel as an aid in designing and developing programs and services for the gifted and talented. (ED 132 814, EDRS Price: MF-$0.83 HC-$3.50 plus postage.)

Educable Mentally Retarded—Career Education. A Selective Bibliography. Exceptional Child Bibliography Series No. 682. Council for Exceptional Children, Reston, Virginia Information Services and Publications; 1976, 20p. Presents an annotated bibliography of career education for Educable Mentally Retarded students. Contains 75 citations of documents or journal articles published from 1970-1975 selected from the computer files of the Council for Exceptional Children's Information Services and ERIC. (ED 129 019, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

An Exploratory Study of Professional Opinions and Current Practices Regarding Career Education for Exceptionally Gifted and Talented Students. A Final Report. By Joseph R. Ellis, Northern Illinois University; July 1976, 71p. Describes a study of career education provided for exceptionally gifted and talented students in Illinois. Exploratory in nature and adheres to descriptive survey method. (ED 127 465, EDRS Price: MF-$0.83 HC-$3.50 plus postage.)

Occupational Counseling for Physically Handicapped Students: A Demonstration and Training Project. By Leo Goldman and Bert Flugman, New York State Education Department, Office of Occupational and Continuing Education; August 1976, 96p. Reports on a project to provide occupational counseling to 60 physically handicapped high school students. Includes the training of counselors, development of counseling model, application in schools, and descriptive and comparative analysis of student data. (ED 132 811, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

Project Career/Handicapped, Final Report. Massachusetts State Department of Education, Division of Occupational Education; September 1974, 35p. Describes the results of a project designed to establish a system of coding behavioral objectives as documentation of the skills attainable by special needs students. Accomplishments include: coding of 19,325 behavioral objectives, use of three special needs consultants in every area, instruments to evaluate student gains, publications on project activities, presentations at conferences, inservice, and preservice training sessions, publication of coding rationale, and analysis of social needs coding with reference to project data bank. (ED 121 932, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

A Project to Develop Career Awareness Materials for Special Needs Students. Final Report. Research Series No. 19. By Jack Rustan et al., North Dakota State Board for Vocational Education, Research Coordinating Unit; December 1975, 18p. Reports on a project that developed career orientation materials for disadvantaged and EMH students at the junior and senior high school level in North Dakota. Ten vocational areas were chosen: service station attendant, janitorial services, food service, laundry and farm workers, auto body repairperson, nurse's aide, food store worker, and construction and city workers. Language of the materials is readable and format clear. A package and cost description of each unit is appended. (ED 124 797, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Special Needs Programming in Iowa: Vocational Education for the Disadvantaged and Handicapped, 1972-1974. Iowa State Department of Public Instruction, Special Needs Section; 1974, 217p. Provides a summary of federally sponsored programs for the disadvantaged and handicapped that were administered by the Special Needs Section of the Iowa State Department of Public Instruction in 1972, 1973, and 1974. Includes a brief description of each project. (ED 118 878, EDRS Price: MF-$0.83 HC-$11.37 plus postage.)

A Teacher's Handbook on Career Development for Children with Special Needs: Grades K-6. Illinois State Office of Education; 1976, 177p. Intended for Illinois teachers of visually, hearing, or physically handicapped children at the elementary level, the handbook provides information for developing a career education program. Includes the status of special education in Illinois, conditions calling for reform, goals and activities of career education, special career education needs of the handicapped, available resources, and curriculum planning approaches. (ED 128 993, EDRS Price: MF-$0.83 HC-$10.03 plus postage.)

The Vermont Guide for Teaching Adolescents with Special Needs. Final Report. By William E. Halloran, Comp., et al., Vermont State Department of Education, Division of Special Education and Public Personnel Services, Department of Education and Technology; August 1975, 387p. Presents a curriculum guide for teachers, program supervisors, and resource specialists in the areas of home management and career preparation for special needs adolescents. Includes guidelines for 26 curriculum units each would specify instructional objectives. (ED 119 413, EDRS Price: MF-$0.83 HC-$20.75 plus postage.)

Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976. By Lloyd W. Tindall, Comp., et al., Center for Studies in Vocational and Technical Education; 1976, 89p. Provides a catalog of information on the 159 vocational/career education programs funded under the 1968 vocational amendments and Wisconsin's 16 vocational technical and adult education districts which provided services to special needs students. (ED 132 280, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

COMMUNITY INVOLVEMENT

Career Development: A Community Approach in the Prince George's County Public School. Prince George's County Board of Education; September 30, 1973, 28p. Provides suggestions and guidelines for the recruitment of community resource personnel to help orient students to the world of work. Includes approaches for contacting civic organizations, surveying the school community, and contacting county agencies. (ED 117 328, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Career Development: The Family—Home—Community Project: Community Guide. Minnesota Environmental Sciences Foundation, Inc., Robbinsdale Independent School District 281, Minnesota; August 1974, 202p. Provides career exploration experiences for the ninth grade student. The community is used as a vehicle for career development. Units include social studies, English-speech, mathematics, science, industrial arts, home economics, art, and counseling. (ED 103 591, EDRS Price: MF-$0.76 HC-$10.78 plus postage.)

Career Education Activated by Business Educators in Illinois. Illinois Business Education Association; 1973, 60p. Eleven descriptive articles present the ideas and practices of Illinois business teachers who have developed innovative career programs. Includes the concept of career education in secondary education and its relation to business occupations and career planning, pre-simulation, and office simulation procedures. (ED 099 573, EDRS Price: MF-$0.75 HC-$3.15 plus postage.)

Career Education and the Businessman: A Handbook of Action Suggestions. Chamber of Commerce of the United States; June 1973, 25p. Proposed by participants of the First National Conference on Career Education, ten suggestions were formulated for the career education concept. Suggestions include exchange programs, field trips, work experience, placement, resource persons, year-round school, job satisfaction and availability, and marketable skills. (ED 106 561, Available from: Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D.C. 20006, Price: 1-9 copies—$1.50, 10-99 copies—$1.00, 100 or more copies—$0.75. Document not Available from EDRS.)

Career Education and Your Child: A Guide for Parents. By Dale H. Melton, Florida Career Education Consortium; September 1976, 40p. Presents a guide for parents to use with their children. Topics include career awareness attitudes and appreciations, self-awareness, decision-making, economic awareness, educational awareness, employability skills, and beginning competency. (ED 130 057, EDRS Price: MF-$0.83 plus postage, HC-Not Available from EDRS.)

Career Education: A Prospectus for Businessmen and the Community. By Lewis C. Easterlin. Michigan State Chamber of Commerce; 1974, 17p. Aimed at members of the business community, the handbook describes career education—why it is needed, what it is, how to get it, and what its future holds. Intended to motivate business leaders to participate in and support career education programs. The booklet reflects Michigan State Chamber of Commerce viewpoints. (ED 107 913, Document Not Available from EDRS.)

Career Education: Its Implications for American Minorities. The Community and School-Based Career Education. By David M. Lee-Lopez, and Robert J. Weishan, The Ohio State University, The Center for Vocational Education; 1975, 38p. Presents a guide to involve the community in career education. Includes a community participation model designed to be responsive to the interests of minority groups in the formulation and implementation of career education. (ED 121 942, EDRS Price: Document Not Available from EDRS.)

Career Education: Suggested School-Industry Programs. By Donald Mumford, Ed., Warren City Schools; 1975, 30p. Presents Ohio's efforts to link their schools' kindergarten through secondary career education (CE) programs with the needs and interests of local General Motors (GM) plants. Focus throughout is on various aspects of GM operations. Concepts used to guide the development of school industry cooperation are (1) education and training as related to one's career choice, (2) economics as related to career choice, (3) employability and work adjustment skills, and (4) the sequence of development and decision-making skills. (ED 117 374, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Career Guidance Techniques for Classroom Teachers, Community Resources, Individualized Learning Systems for: Career/Vocational Education Staff Development. Oregon State Department of Education; 1976, 29p. Presents career guidance techniques focusing on the competency area of community resources. Stresses valuing, decision-making, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. Fifteen sample activities are included. Each activity lists goals, materials required, physical setting, procedures, suggestions, grade level, group size, and time required. (ED 133 528, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Career Guidance Techniques for Classroom Teachers, Parental Involvement, Individualized Learning Systems for Career/Vocational Education Staff Development. Oregon State Department of Education; 1976, 17p. Presents career guidance techniques focusing on the competency area of parental involvement. Stresses valuing, decision-making, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. Eight sample activities are presented. Listed for each activity are goals, materials required, physical setting, procedures, suggestions, grade level, group size, and time required. (ED 133 525, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Community Involvement and the Schools. The Community and School-Based Career Education. By Robert J. Weishan and Matthias C. Drake, The Ohio State University, The Center for Vocational Education; 1975, 35p. Presents a guide introducing a resource and planning program for school practitioners responsible for involving the community in career education. Designed for preservice and inservice training, the guide includes models, references and suggestions for developing programs to secure community support and participation in career education. (Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Order No. S141 $3.00 each; Complete set of six, Order No. S14, $10.00 per set.)

Community Involvement in a Career Education Program. Staff Development in Career Education for the Elementary School: Module 6. By Robert E. Norton et al., The Ohio State University, The Center for Vocational Education; 1975, 39p. Presents a module to assist elementary school teachers in the development of a career education program or to enrich an existing program. (Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Order No. S06VI, $5.00 each; Complete set of seven, Order No. S06, $15.00 per set.)

The Community Is the Teacher: Experience-Based Career Education. National Institute of Education (DHEW); 1975, 25p. Describes experience-based career education (EBCE). Reports on the pilot testing of EBCE in four educational laboratories and describes the forthcoming EBCE dissemination/service plan. (ED 110 744, EDRS Price: MF-$0.76 HC-$1.58 plus postage.)

Community Resources: A Partnership in Career Education. Prince George's County Board of Education; 1975, 102p. Reports on the development of the directory of local community resource personnel and the services they have provided the Prince George's County Public Schools, Maryland. The standardized form used to gain information from area industries and businesses regarding field trips, activities, day long observations, staff available for school vistis, hiring practices, and work experience programs is included. (ED 118 913, EDRS Price: MF-$0.83 HC-$6.01 plus postage.)

Community Resources for Career Education. Monographs on Career Education. By Kenneth Hoyt, Office of Career Education (DHEW/OE); 1976, 34p. Reports the results of two mini-conferences for business/labor/industry community representatives with extensive experience and involvement in career education. Describes the 11 current major national programs involved in career education, and provides examples of how local community resources are used for career education. (ED 130 118, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Developing a Program for the Utilization of Community Resources. By Marleen Brown, Westside Area Career/Occupation Project; 1974, 57p. Provides a step by step guide for career education administrators, consultants, and directors in preparing a program for the utilization of community resources in schools. Nineteen procedural steps for establishing a resource directory are individually described. Supporting material such as forms for gathering information, sample letters, evaluation forms, and other procedures are presented for each step. (ED 115 745, EDRS Price: MF-$0.76 HC-$3.32 plus postage.)

Organizing for Community Involvement. The Community and School-Based Career Education. By Bruce A. Reinhart and Robert J. Weishan, The Ohio State University, The Center for Vocational Education; 1975, 45p. Presents planning guide involving the community in career education. Includes a model for planning, organizing, and conducting staff development programs to involve the community in school-based career education. It is designed to be of use to local and state education agencies and university personnel. (Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Order No. S14II, $1.50 each; Complete set of six, Order No. S 4, $10.00 per set.)

Parents and School-Based Career Education. The Community and School Based Career Education. By Barbara J. Shade, The Ohio State University, The Center for Vocational Education; 1975, 45p. Presents a resource and planning guide for involving the community in career education. Includes strategies, goals, and resources for planning and implementing programs designed to involve parents in school-based career education programs. (Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Order No. SI4II, $1.50 each; Complete set of six, Order SI4, $10.00 per set.)

Self-Evaluation Model for School/Business/Community Cooperation in Career Education. By Ying C. Chaung; May 1976, 17p. Provides a six page self-evaluation instrument by which teachers involved in career education programs can rate themselves on the degree to which they have promoted school/business/community cooperation in career education. Includes a list of 12 principles for building better school/business/community cooperation in career education. (ED 126 287, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

The Student and the Involved Community: A Scenario. The Community and School-Based Career Education. By Charlton R. Price et al., The Ohio State University, The Center for Vocational Education; 1975, 11p. Projects an alternative form of schooling in a metropolitan community junior high school in the year 1978. The model presents career education as an ongoing and natural process of experimentation, allowing students the opportunity to reach career decisions through exploration and trial and error. (Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Order No. S14VI, $1.00 each; Complete set of six, Order No. S14, $10.00 per set.)

The Student Guide for Career Analysis. Community Involvement/Career Education: An Experience-Based Social Studies Program, Volume 1. By James Kyle et al., Minnesota State Department of Education, Division of Vocational and Technical Education; Robbinsdale Independent School District 281. Provides multiple experience-based activities for use by secondary social studies students as they examine occupational possibilities in their community. (ED 134 490, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

SEX ROLE STEREOTYPING

Avoiding Stereotypes: Principles and Applications. Houghton Mifflin; 1976. Guidelines for sex fairness in materials, including specific sections on roles and activities and language. (Available from: Houghton Mifflin, Boston, Massachusetts.)

Curriculum Guide and Bibliography: "Reducing Sex-Role Stereotyping Through Career Education." By Kathy Quinn, Comp., Bristol Career Education Program, Connecticut; 47p. Lessons plans and bibliographies created by participants of in-service workshops conducted to heighten awareness of sex-role stereotyping and its relationship to career education. (ED 130 058, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Eliminating Sex Discrimination in Schools: A Source Book. North Carolina Department of Public Instruction, Research and Information Center; 1975. Sections on the importance of non-sexist language, sex bias in instructional materials, and sex bias in high school guidance and counseling. (Available from: North Carolina Department of Public Instruction, Research and Information Center, Raleigh, North Carolina.)

Eliminating Sex Bias in Education. Minneapolis Board of Education. Presents secondary level lesson plans for 19 topics, including career and family decisions, job characteristics, status of careers, and life cycles. (Available from: Board of Education, Special School District 1, 807 N.E. Broadway, Minneapolis, Minnesota 55413.)

Equity Career Education Curriculum Guide. Maple Heights City School District, Center for Equity Career Education. Curriculum guide for grades 3, 6, 8 and 10 including lessons, learning activities, evaluation suggestions, and recommended materials. (Available from: Maple Heights City School District, The Center for Equity Career Education, 5500 Clement Drive, Maple Heights, Ohio 44137.)

Expanding Nontraditional Opportunities in Vocational Education. Ellis Associates, Inc.; 1977. Three inservice training packages which include: approaches to expanding nontraditional opportunities in Vocational Education, barriers to expanding nontraditional opportunities for Vocational Education students, and legislation addressing equal opportunity in Vocational Education and employment. (Available from: Ellis Associates, Inc., P.O. Box 466, College Park, Maryland 20740.)

Facilitating Career Development for Girls and Women. By Elaine House and Mildred Katzell, Eds.; 1975. Report of the National Vocational Guidance Association Conference on guidance and women. (Available from: American Personnel and Guidance Association, Publication Sales, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.)

Feminist Resources for Schools and Colleges: A Guide to Curricular Materials. By Carol Ahlum and Jackie Fralley; 1975. Bibliography of curricular materials including sections on the student, the teacher, the counselor, health and home economics, and kits and games. (Available from: Feminist Press, College at Old Westbury, Box 334, Old Westbury, New York 11568.)

Four Awareness Sessions for Career Opportunities: Integrating Male and Female Roles. New Hampshire Department of Education; 1977. Descriptions of four local inservice workshops. (Available from: Ms. Josephine Hayslip, New Hampshire Department of Education, Concord, New Hampshire 03301.)

Free to Choose: Decision Making for Young Men. By Joyce Slayton Mitchell; 1976. For individual reading or group use. (Available from: Delacorte Press, New York, Price-$7.95.)

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. MacMillan and Company; 1975. Specific guidelines for teachers' materials and texts in a variety of content areas. (Available from: MacMillan and Company, New York, New York.)

Guidelines for Sex-Fair Vocational Education Materials. Women on Words and Images, Princeton, New Jersey; Forthcoming September 1977. Includes checklist for evaluating sex bias in vocational education materials and guidelines for the creative use of sex-biased materials. (Available from: Women on Words and Images, P.O. Box 2163, Princeton, New Jersey 08540.)

Hard Hats . . . High Heels. National Association of Women in Construction; 1972. Audiovisual, 10 minute, 16 mm film displaying the roles women play in the construction industry. (Available from: National Association of Women in Construction, Washington, D.C. Chapter, 5340 Odell Road, Beltsville, Maryland 20705.)

How to Decide: A Guide for Women. By Nelle T. Scholz, Judith Sosebee, and Gordon P. Miller; 1975. Workbook containing sections on: who are you? what do you need to know? how do you take action? (Available from: College Board Publication Orders, Box 2815, Princeton, New Jersey 08540, Price-$5.95.)

I Can Be Anything: Careers and Colleges of Young Women. By Joyce Slayton Mitchell; 1975. Descriptions of career areas, specific information about which schools have most women in nontraditional areas. (Available from: College Board Publication Orders, Box 2815, Princeton, New Jersey 08540, Price-$6.50 hardcover $4.50 paperback.)

Inservice Teacher Awareness/Evaluation Skills. By Linda G. Ivins; Forthcoming late 1977. Materials to promote skills in the evaluation of textbooks and program materials and in the development of non-sexist curriculum. (Available from: Ms. Linda G. Ivins, YWCA of Oahu, University Branch, 1820 University Avenue, Honolulu, Hawaii 96822.)

Inservice Teacher Training Modules Elementary/Secondary Levels. By Susan Clark; Forthcoming. Modules to eliminate elements of sex role stereotyping and sex role socialization from the elementary/secondary levels. (Available from: Ms. Susan Clark, Hope School District 1-A, 117 East Second Street, Hope, Arizona 71801.)

Looking at Tomorrow: What Will You Choose? Cornerstone Productions; 1975. Audiovisual, 16 minutes, 16 mm film on young women shown working in a range of occupations from bricklayer to violin maker. (Available from: Cornerstone Productions, 6087 Sunset Boulevard, Suite 408, Hollywood, California 90028.)

Masculinity. Schloat Productions; 1974. Four audiovisual filmstrips dealing with assumptions, myths, and stereotypes about men and masculinity and new options and directions. (Available from: Schloat Productions, 150 White Plains Road, Tarrytown, New York 10591.)

New Career Options for Women. By Helen S. Farmer and Thomas Becker; Forthcoming 1977. Presents a three-part series: a Counselor's Source Book, Things are Looking Up, and Selected Annotated Bibliography. (Available from: Human Sciences Press, 72 Fifth Avenue, New York, New York 10011.)

Nontraditional Careers for Women. Pathescope Educational Films, Inc.; 1975. Two audiovisual filmstrips showing women in nontraditional jobs both historically and currently. (Available from: Pathescope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, New York 10802.)

People at Work. By Irene Kane, Tom Copi, and Cathy Cade. Twenty black and white photographs of men and women in nontraditional occupations. (Available from: Change for Children, 2588 Mission Street, No. 226, San Francisco, California 94110, Price-$6.00.)

Planning Ahead for the World of Work. By Louise Vetter and Barbara J. Sethney; 1975. A curriculum unit on looking ahead to your occupation, working women . . . who are they, and what is my future. (Available from: The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. Teacher manual-$2.50 Student materials-$1.50 Complete set, including transparency masters-$4.50.)

Planning for Free Lives: Curriculum Materials for Combating Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses. Feminists Northwest; 1975. Curriculum materials for career awareness, family living, and home economics courses. (Available from: Feminists Northwest, 5038 Nicklas Place, N.E., Seattle, Washington 98105, Price-$3.50.)

Project HEAR: A Unique Program in Career(s) Education. Cogent Associates, Princeton, New Jersey; 1976, 20p. Describes the field testing and evaluation of primary, intermediate, and secondary learning units which are non-sexist, ungraded, skill-building, student-centered, sequentially organized, and experiential. (ED 131 270, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Public School Districts Comprehensive Package. By Marylyn E. Calabrese; Forthcoming. Includes facilitation packets for implementing a systems approach for eliminating sex discrimination in the institutional structure, policies, and operations of a public school district. (Available from: Ms. Marylyn E. Calabrese, Tredyffrin/East Town School District, 507 Howellville Road, Berwyn, Pennsylvania 19312.)

Racial and Sex-Role Stereotyping in Career Information. By Janice M. Birk, Jackie Cooper, and Mary Faith Tanney; 1973. Includes a slide-tape presentation, assessment instrument, and data on information materials. (Available from: Janice M. Birk, University of Maryland, Counseling Center, Shoemaker Building, College Park, Maryland 20742.)

Saturday's Child. By Sandra Seed; 1974. Includes interviews with and photographs of 36 women on their jobs. For use in individual or group reading. (Available from: Bantam Books, New York, Price-$1.25 paperback.)

Seventh/Eighth Grade/Middle School Pupils Teacher Training/Resource Guide. By Mary Lou Maisel; Forthcoming. A career education resource guide on sex fair learning in career education. (Available from: Mrs. Mary Lou Maisel, Waterville Board of Education, Pleasant Street, Waterville, Maine 04901.)

Sex Equality in Educational Materials. American Association of School Administrators; 1975. Assessment techniques and guidelines for sex fair language usage. (Available from: American Association of School Administrators, 1801 N. Moore Street, Arlington, Virginia 22209, Price-$2.50.)

Sex Roles: Past, Present, and Future. By Prudence Leib; 1975. A bibliography of guides to simulations, games, and activities. (Available from: The Population Institute, Organization Liaison Division, 110 Maryland Avenue, N.E., Washington, D.C. 20002, Price-$0.50.)

Teacher Training Package Preservice/Inservice Elementary Level. By Walter S. Smith; Forthcoming. Modules and audiovisuals on behavior and attitudes of teachers in sex role stereotyping awareness and techniques to combat the problems of sex role stereotyping. (Available from: Walter S. Smith, University of Kansas, School of Education, Department of Curriculum and Instruction, Bailey Hall, Lawrence, Kansas 66045.)

Today's Changing Roles: An Approach to Nonsexist Teaching. Resource Center on Sex Roles in Education; 1974. Includes lessons with behavioral objectives, concepts, and student materials and sections on awareness of role stereotypes, attitudes, values, and choices. (Available from: Resource Center on Sex Roles in Education, National Foundation for Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036, Price-$3.00.)

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. By Sandra L. Bem and Daryl J. Bem; 1975. Socialization practices and current realities for women and work. (Available from: Pennsylvania Department of Education, Division of Pupil Personnel Services, Box 911, Harrisburg, Pennsylvania 17126.)

Twelve Like You. Cally Curtis Company; 1975. Audiovisual, 25 minute, 16 mm film dealing with 12 career women who discuss their ideas and experiences. (Available from: The Cally Curtis Company, 1111 N. Las Palmas Avenue, Hollywood, California 90038.)

Values, Decisions, Careers: A Group Guidance Program for Girls. By Frank O'Dell et al.; 1973; 15p. Paper presented at the Annual Convention of the American Personnel and Guidance Association discussing the use of the group process technique in meeting the career development needs of girls and in dealing with the limiting aspects of female stereotyping. (ED 112 282, EDRS Price: MF-$0.76 HC-Not Available from EDRS.)

Vocational Readiness Package. By Jeanne Scott and Maureen Rabin. A curriculum unit of simulation games and role playing of women in marriage and careers today. (Available from: YWCA, 1215 Lodi Place, Los Angeles, California 90038, Price-$25.00.)

Women at Work. By Betty Medsger; 1975. Depicts women at work in 188 different occupations, including many nontraditional occupations. Consists of photographs and commentaries and can be used in individual or group reading situations. (Available from: Sheed and Ward, Inc., New York, Price-$7.95.)

Women in Science and Technology: Careers for Today and Tomorrow. By Gail T. McClure; 1976. Specific information about careers in science and technology. For use in individual or group reading situations. (Available from: The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, Price-$1.50.)

Women Today. Guidance Associates; 1974. An audiovisual filmstrip exploring the key issues of sex fairness. (Available from: Guidance Associates, 757 Third Avenue, New York, New York 10017.)

INSERVICE EDUCATION

Affective Approaches to Career Education. Project Report. By James C. Northrop, Florida University, P.L. Yonge Laboratory School; October 1974, 34p. Reports on a Teacher Preparation Workshop and Test Workshops Project conducted to develop and pilot test a process approach to staff development in career education in the affective domain in elementary and middle school levels. A recommended process model for teacher preparation is outlined. (ED 132 397, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Career Education. A Counselor's Guide: An Individualized Instructional Unit Designed for Use in In-Service or Preservice Education of Counselors. By Mary L. Robinson, Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center; 1974, 74p. Presents an individualized instructional unit intended for use in the inservice and preservice education of counselors. Five units describe the basic concepts, the rationale, four implementation models, the structure of the school-based model, and specific activities which the counselor can perform at each educational level to support career education. (ED 117 403, EDRS Price: MF-$0.83 HC-Not Available from EDRS.)

Career Education: An In-Service Course Developed Under Section 211 of the Appalachian Regional Development Act. 1975, 27p. Presents a guide for an in-service course in career education. Includes 14 units designed to be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. (ED 118 911, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Career Education for Deaf Students: An In-Service Leader's Guide. By Harold L. Munson et al., Rochester University College of Education; 1975, 208p. Presents a leader's guide to generating career education activities involving classroom teachers and career education materials for use with deaf secondary level students. Ten lesson plans for the in-service sessions are provided. (ED 127 769, EDRS Price: MF-$0.83 HC-$11.37 plus postage.)

Career Education: In-Service Training Guide for Teachers, Administrators, and Counselors. By Hal Byfield et al., Northern Arizona University; May 15, 1975, 170p. Presents a guide to a one semester course to be taught in extension courses or seminars. Consists of a structural approach to training teachers, administrators, and counselors in the philosophy and techniques needed to integrate career education into instructional programs at all levels. (ED 110 617, EDRS Price: MF-$0.76 HC-$8.24 plus postage.)

Career Education Workshop Implementor Handbook. By David Buettner et al., Calhoun Intermediate School District, Michigan State Department of Education; 1974, 354p. Consists of a handbook containing resource materials used for planning and conducting career education workshops for various groups of educational personnel. Five units include forms for effective group collaboration, materials for analyzing the Michigan Career Education Model, infusion handbooks for counselors and teachers, a checklist to evaluate the infusion process, and optional modules for expanding the cooperative efforts of teachers and counselors. (ED 122 040, EDRS Price: MF-$0.83 HC-Not Available from EDRS.)

Career Guidance: An In-Service Course Developed Under Section 211 of the Appalachian Regional Development Act. 1975, 21p. Presents a fifteen unit guide for an in-service course in career guidance. The units may be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. (ED 118 909, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Career Oriented Education Management/Implementation Model, Model Description Package. Education Service Center Region 17, Lubbock, Texas; 92p. Describes a model designed to survey as a method whereby a local school management/implementation team can implement career oriented education. Provides infusion strategies, materials, and staff development techniques. (ED 130 067, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System. North Texas State University; October 1975, 44p. Describes a project designed to determine the effectiveness of a pilot element of a statewide delivery system for career education as a method for preparing secondary teachers to be effective agents of world of work economic education information dissemination and attitudinal change. (ED 130 145, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Directing a Workshop for Implementations of Career Education. By Genevieve D. Smith, Greenville City Schools; November 1974, 26p. Describes a workshop held as a cooperative effort of city and county staff to learn methods for integrating career education into the regular school program. Three questionnaires were used to evaluate the workshop and broad conclusions and recommendations are based on the questionnaire responses. (ED 105 219, EDRS Price: MF-$0.76 HC-$1.95 plus postage.)

Guidelines for In-Service Education: Gifted and Talented. Georgia State Department of Education; 1976, 48p. Presents a handbook of suggestions and guidelines to assist local education agency personnel in planning and implementing in-service education programs for the teachers of the gifted and talented. (ED 133 928, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

A Handbook for the Preparation of Educational Personnel in Career Education. Final Report. By Edward J. McCormack et al., Illinois State Office of Education, Division of Adult Vocational and Technical Education, Northern Illinois University; June 30, 1976, 234p. Presents handbook designed to assist persons concerned with preparing educational personnel on career education. Identifies and discusses basic elements needed to create a preservice career education program on the university campus to complement inservice training. (ED 127 446, EDRS Price: MF-$0.83 HC-$12.71 plus postage.)

Human Resources Talent Pool for Career Education. Forms and Procedures. Career Education Service Center; 1976, 17p. Describes the development of a talent pool which endeavors to identify effective practitioners in the field which can share their methods and materials with less experienced practitioners through demonstration and discussion. (ED 128 611, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Identification and Utilization of Community Resources: An In-Service Course Developed Under Section 211 of the Appalachian Regional Development Act. 1975, 18p. Presents a guide for an inservice course in identification and utilization of community resources. The 14 units may be used together as a complete course or selectively as

learning modules for developing new skills or reviewing previously learned concepts. Each unit contains student objectives, suggestive learning activities, evaluation activities, curriculum materials, and supplementary materials. (ED 118 912, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Integrating Career Education into Teacher Preparation. Implementation Guide for College/University Use. By Brenda B. Even, Arizona University; 1976, 130p. Presents an implementation guide developed as part of a project to integrate career education into existing preservice teacher training courses and to prepare students in these courses to serve as career education catalysts in their schools. (ED 128 656, EDRS Price: MF-$0.83 HC-$7.35 plus postage.)

Model for a One-Day Career Education Conference. Career Education Service Center; 1976, 33p. Provides forms and activities used in planning, developing, and conducting a career education conference. (ED 128 612, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Processes in Career Selection: A Demonstration Project in Staff Development: An Area Approach to In-Service Training: Part One. Mineral Area College; September 1975, 60p. Describes a project designed to demonstrate the use of a college credit course to provide inservice training for key elementary, secondary, vocational, and college staff. Thirty-six teachers and administrators took a two-hour credit course in career education, planned and held staff development workshops, and initiated career-education teaching programs in their schools. (ED 118 932, EDRS Price: MF-$0.83 HC-$3.50 plus postage.)

Suggested Guidelines for Career Education Workshops. Washington State Coordinating Council for Occupational Education; May 19, 1973, 27p. Presents the guide to the preparation and running of inservice workshops to acquaint teachers with career education concepts and with the integration of these concepts into the regular school program. Suggestions for the step-by-step planning of workshops are included. (ED 106 607, EDRS Price: MF-$0.76 HC-$1.95 plus postage.)

Teacher Aides in Comprehensive Career Education, The In-Service Coordinator's Manual. The Ohio State University, The Center for Vocational Education; 1974, 40p. Provides a manual for use by the instructor coordinator of an in-service program designed to create an awareness in teacher aids, teachers, and administrators of the potential contribution of teacher aids to comprehensive career education. (Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Order No. S07, $29.00; four documents and nine accompanying slide/tape presentations. Order No. S07, $65.00.)

Teacher Aides in Comprehensive Career Education. All In-Service Training Program for the Teacher. The Ohio State University, The Center for Vocational Education; 1974, 116p. Presents a study guide for teachers designed in a workbook format. Designed for use in an in-service program to create an awareness in teacher aides, teachers, and administrators of the potential contribution of teacher aides to career education. (Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Order No. S0711, $13.00, No. S07, $29.00 which includes four documents without slide/tape presentations, Order No. S07, $65.00 which includes four documents with nine accompanying slide/tape presentations.)

Teacher Aides in Comprehensive Career Education. An In-Service Training Program for the Administrator. The Ohio State University, The Center for Vocational Education; 1974, 76p. Presented in a workbook format, the study guide was designed for administrators for use in an in-service program to create an awareness in teacher aides, teachers and administrators for the potential contribution of teacher aides to comprehensive career education. (Available from: The Center for Vocational Education, 1960 Kenny Road, The Ohio State University, Columbus, Ohio 43210, Order No. S07111, $9.00, Order No. S07, $29.00 includes four documents without slide/tapes, Order No. S07, $65.00 which includes four documents with nine accompanying slide/tape presentations.

Teacher Guide for Career Oriented Education. Implementation Workshop: Phase I (Readiness). Education Service Center Region 17, Lubbock, Texas; 184p. Designed to assist all school districts in Region 17, Texas, in infusing comprehensive career oriented education into their instructional programs by 1980. This teacher's guide contains materials for the first part of a three-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. Phase I provides awareness information on career education with special emphasis on the Texas state plan for career education. (ED 130 070, EDRS Price: MF-$0.83 HC-$10.03 plus postage.)

Teacher Guide for Career Oriented Education. Implementation Workshop: Phase II (Follow-Up). Education Service Center Region 17, Lubbock, Texas; 18p. Presents a model to assist all school districts in Region 17, Texas, in infusing comprehensive career oriented education into existing instructional programs by 1980. The teacher's guide contains materials for the second part of the three-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. The focus of Phase II is follow-up. (ED 130 068, EDRS Price: MF-$0.83 HC-$1.67 plus postage.)

Teacher Guide for Career Oriented Education. Implementation Workshop: Phase III (Curriculum Development). Education Service Center Region 17, Lubbock, Texas; 52p. Presents a model to assist all school districts into existing instructional programs by 1980. The teacher's guide contains materials for the third part of the three-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. The focus of Phase III is curriculum development (ED 130 069, EDRS Price : MF-$0.83 HC-$3.50 plus postage.)

BIBLIOGRAPHIES

Career Education: A Bibliography of Resources. By Margaret B. Redmond, and Rosemary Dawes, Cayuga County Board of Cooperative Educational Services; September 1974, 98p. Lists the items in the career education collection housed at the media center of the Cayuga County BOCES. Three areas are emphasized in the collection: career awareness, career orientation, and career skills. (ED 103 609, EDRS Price: MF-$0.76 HC-$4.43 plus postage.)

Career Education Catalog. Annotated Listings of Selected, Diverse, and Innovative Programs. By Kathryn D. Hewett et al., Abt Associates, Inc.; 116p. Provides descriptions of programs compiled to increase awareness of innovative career education practices. Listings attempt to describe what happens in programs which meet or succeeds standards of innovation and programs which represent a range of sizes, student characteristics, budgets, funding sources, locations, and emphasizes. Descriptions are in three sections: comprehensive public school programs, supplementary public school programs, and alternative and community based programs. (Available from: Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138.)

Career Education Pamphlets (A Library of 1200 Free and Inexpensive Sources) plus: "100 Millionaire Success Stories." Where Important Careers Begin. By Dale E. Shaffer; 1976, 68p. Presents a basic collection of occupational booklets and paperbacks suitable for any library or school. The catalog was prepared to assist librarians, teachers, counselors, and educators in obtaining free and inexpensive resources on career education. (ED 130 090, EDRS Price: MF-$0.83 HC-$3.50 plus postage.)

A Career Education Primer for Educators. Information Series No. 4. By Walter Wernick et al., Northern Illinois University, ERIC Clearinghouse in Career Education; September 5, 1975, 109p. The first two parts of the primer focus on concerns in career education including: the need for the refocusing of educational systems towards career education; ways of incorporating career development elements, life activities, and a democratic ethic into career education programs: methods of including parents, families, and communities into the process of career education; and the utilization of career resources available in the community. The major portion of the bibliography consists of ERIC Career Education literature. (ED 113 486, EDRS Price: MF-$0.76 HC-$5.70 plus postage.)

Career Education Resource Bibliography. Delaware State Board for Vocational Education; April 1973. Compilation to assist in the location of the materials pertinent to the development of career education materials, level K-12. Resource listings are presented for professional books as well as curriculum materials, films, tapes, microfiche, and other audiovisual materials. Entries fall into two categories: professional materials and curriculum materials. (ED 117 548, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

Career Education Resource Guide for Chemistry. Louisiana State Department of Education; 1974, 78p. The career education resource guide explores careers in chemistry or chemistry related fields with limited treatment given to other science related occupations. (ED 117 565, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

An Annotated Bibliography of Career Discovery and Career Development Articles for the High School: 1971-1973. By Thomas E. Mortier, Comp., Washington State Board for Vocational Education; 1973, 71p. An annotated bibliography of 138 career discovery and development publications under the headings of: general information and background; philosophy, rationale, and professional development; curriculum; career guidance; minorities, women, and the disadvantaged; programs, projects, and models of career development; and research and evaluation. (ED 117 302, EDRS Price: MF-$0.83 plus postage, HC Not Available from EDRS.)

Annotated Bibliography of Commercially Produced Audio, Printed, and Visual Career Education Materials. By Robert W. Sackrison, and LeVene A. Olson, Marshall University, Department of Occupational, Adult, and Safety Education; March 1975, 35p. An annotated bibliography listing some of the commercially produced kindergarten to adult career education materials available from manufacturers. Materials are organized as follows: multimedia, filmstrips, cassettes or records, 16 mm films and 8 mm film loops, and printed materials. (ED 109 430, EDRS Price: MF-$0.76 HC-$1.95 plus postage.)

A Bibliography of Free Loan Materials for Career Education. Vocational Education Resource Materials. By Rogert H. Lambert et al., Wisconsin University, Wisconsin Vocational Studies Center; 1976, 47p. Part of the vocational education resource materials system, this bibliography is designed to: (1) encourage and support curriculum development and instructional activities, (2) supplement and complement efforts of the Wisconsin State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development and in classroom implementation. (ED 122 278, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Bibliography on Career Education. Bridgeport Public Schools; June 1973, 24p. A research bibliography for use by persons involved in implementing career education concepts, the document contains all of the commercially produced multimedia used by Connecticut's exemplary project in career education. Resources include books, films, filmstrips, records, cassettes, games, picture story study prints, kits, and additional learning materials. (ED 114 506, EDRS Price: MF-$0.76 plus postage, HC-Not Available from EDRS.)

Bibliographies of Career-Related Materials. By Jennifer Banks et al., Education Development Center, Inc.; 1975, 177p. Presents both a shelf collection list and a series of annotated bibliographies on selected topics in the collection of the resource center of the Education Development Center's home and community-based career education projects. (Available from: Career Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.)

Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12. By Harry N. Drier, Jr., Ed., The Ohio State University, The Center for Vocational Education; 1973, 301p. Offers approximately 2,200 titles of films, filmstrips, slides, tapes, scripts, games, kits, printed materials, songs, records, and other aides which may be used by school counselors and instructional staff to integrate career development into the total school curriculum. (Available from: Charles A. Jones Publishing Company, Worthington, Ohio 43086.)

Career Education Resources for Educational Personnel Development: An Annotated Bibliography. By Lloyd D. Briggs, Comp., and La Nora Bloom. Office of Education (DHEW); 1975, 105p. An annotated bibliography of resources considered appropriate for educational personnel development programs to prepare teachers involved in career education. Materials are presented under the following headings: (1) elementary, (2) middle/junior high school, (3) senior high school, (4) counseling and guidance, (5) postsecondary, (6) administration, and (7) general education. (ED 126 340, EDRS Price: MF-$0.83 HC-$6.01 plus postage.)

Career Information: Business and Office Occupations, Revised Edition. American Vocational Association; 1975, 31p. A bibliography of career information listing publications in business and office occupations available from May 1969 through May 1974. (ED 118 771, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Career Information: Marketing and Distribution. Revised. American Vocational Association; 1974, 24p. A compilation of career information materials in the field of marketing and distribution. The materials, produced in 1969-1974, were collected from publishers; professional organizations; trade associations; individual businesses; colleges; universities; and federal, state, and local government agencies. (Available from: Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005—Order No. 33370R, 1-9 copies $1.00 each; 10% discount on larger quantities.)

Educational Programs that Work. A Resource of Exemplary Educational Programs Developed by Local School Districts and Approved by the Joint Dissemination Review Panel in the Education Division of the Department of Health, Education and Welfare. Far West Lab for Educational Research and Development; 1976, 209p. A compilation of program descriptions presented to offer an array of ideas and some potential solutions to meet the needs and interests of communities far from the original sites. (Available from: Order Department, Far West Laboratory for Educational Research and Development, 1855 Folson Street, San Francisco, California 91403—$4.95 payment must accompany order.)

Experience Based Career Education: An Annotated Bibliography. Bibliography Series No. 27. The Ohio State University, The Center for Vocational Education. By Anne E. Stakelon, Comp., and Joel H. Magisos, Comp.; October 1975, 45p. An annotated bibliography prepared to assist those applying for grants under Part D of the

Vocational Education Act of 1963, as amended. Intended to help applicants plan and conduct better projects as a result of knowing about completed and ongoing research. (Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Order No. BB27, $3.00 each, Order No. BB27-29 includes complete set of three, $10.00 per set.

Federal Agencies for Career Education Services. Office of Education (DHEW); January 1976, 48p. A guide to federal government resources containing two major parts: (1) a set of descriptions of 38 federal programs that offer various types of resources for career education, and (2) a set of indices to help the practitioner use these programs. (ED 127 431, EDRS Price: MF-$0.83 HC-$2.06 plus postage.)

Resource Bibliography in Career Education: Annotated Bibliography of Locally Produced Curriculum and Instructional Materials. Lincoln County Schools; November 1971, 26p. A resource bibliography containing a list and description of all teaching units, tests, and questionnaires for grades 1-6 materials for inservice training and all other resources developed by the exemplary staff thus far in the process of implementing the career education project in Lincoln County, West Virginia. (ED 106 565, EDRS Price: MF-$0.76 plus postage, HC-Not Available from EDRS.)

JOURNALS AND NEWSLETTERS

AVA Guidance Division Newsletter. The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. Attention: Helen Rodebaugh. Four/Year.

Career Digest. Indiana Career Resource Center, 1201-09 South Greenlawn Avenue, South Bend, Indiana 46615. Monthly.

Career Education/Career Guidance Newsletter. SIG: CE/CG Newsletter, Division of Vocational and Technical Education, VPI and SV, Blacksburg, Virginia 24061. Included with membership in the Special Interest Group (SIG) on Career Education-Career Guidance, American Educational Research Association.

Career Education Digest. Educational Properties, Inc., 3303 Harbor Boulevard, Suite H-6, Costa Mesa, California 92626. Twelve/Year-$10.00. Single Copy-$1.50.

Career Education News. Bobit Publishing Company, 1155 Waukegan Road, Glenview, Illinois 60025. First and Fifteenth of every month (September through June) Fifteenth of the month (July and August). $50.00 per year (additional subscriptions mailed to same subscriber $8.50 each.)

The Career Education Workshop. Parker Publishing Company, Inc., Route 59A at Brookhill Drive, West Nyack, New York 10994. Ten/Year-$36.00.

Career World. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040. Monthly during school year-$3.50 per student school year (minimum 15 subscriptions to one address).

Counselor's Information Service. B'Nai B'Rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036. Four/Year-$9.00.

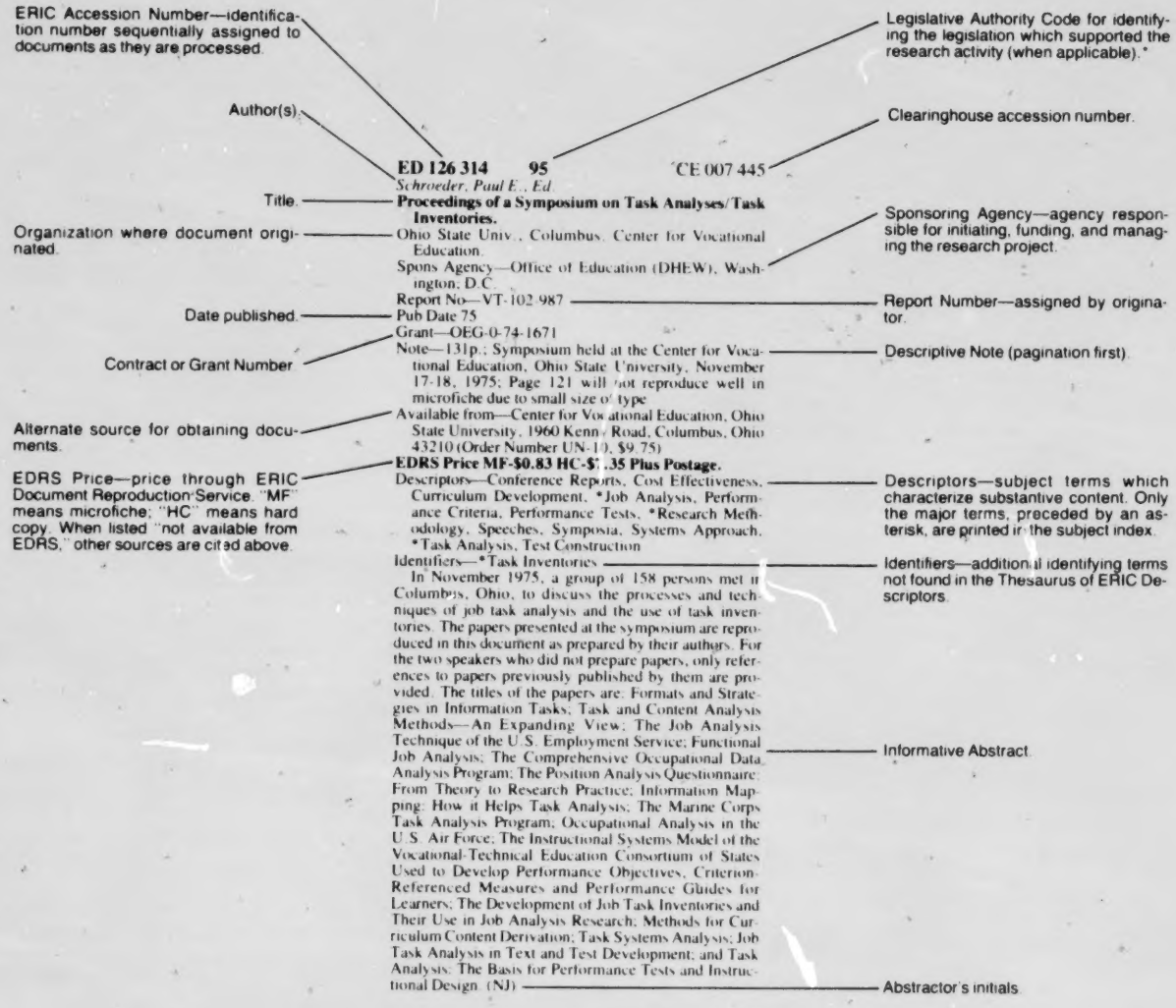
Illinois Career Education Journal. Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777. Four/Year.

Journal of Career Education. College of Education, 103 Industrial Education Building, University of Missouri-Columbia, Columbia, Missouri 65201. Four/Year-$8.00.

National Career Information Center Inform. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Monthly except June and July. Price to APGA members-$15.00. Nonmembers-$25.00. (Subscribers also receive **Career Resource Bibliography**.)

Vocational Guidance Quarterly. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Four/Year-$10.00. Single copy-$3.00. (Membership in the National Vocational Guidance Association includes receipt of the **Quarterly**.)

SAMPLE DOCUMENT RESUME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Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
Informative Abstract.
Abstractor's initials.
ED 126 314 95 CE 007 445
Schroeder, Paul E., Ed.
Proceedings of a Symposium on Task Analyses/Task Inventories.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-102 987
Pub Date 75
Grant—OEG-0-74-1671
Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type
Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10, $9.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Systems Approach, *Task Analysis, Test Construction
Identifiers—*Task Inventories
In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods—An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

RESOURCES WITH A CURRICULUM FOCUS

ELEMENTARY SCHOOL

ED133468 08 CE009155

Career Education Activities for Subject Area Teachers. Grades 1 through 6.

Lawson, Jane; Finn, Peter

Abt Associates, Inc., Cambridge, Massachusetts

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0129

Publ. Date: May 75 Note: 298 p.; For related documents see CE 009 155-157

Available from: Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138 ($10.00 plus $2.50 shipping and handling)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors: *Career Awareness/*Career Education/*Curriculum/Curriculum Guides/Elementary Education/**Elementary School Mathematics/Elementary Science/English Curriculum**/Instructional Materials/**Language Arts**/Learning Activities/*Occupational Information/Resource Materials/Simulation/Skill Development/**Social Studies**/Unit Plan/Units of Study (Subject Fields)

Designed as a resource book which can be used to supplement the regular curriculum by integrating one or more career education activities into regularly taught courses, this volume for grades 1 through 6 is one of a series of three manuals, one each for the elementary (grades 1-6), junior high (grades 6-9), and senior high (grades 9-12) levels. It is divided into three sections, Introduction, Activities and Instructions, and Resources. The Introduction describes how to use the manual and briefly discusses the goals of career education. Activities and Instructions, covering the majority of the document, presents ten career education activities for each of four subject areas: Social Studies, language arts, mathematics, and science. Each subject area includes an activities summary, introduction, sample week's lesson plans, cross reference, and a student activities section, which is prefaced by teaching prerequisites and objectives. (The cross reference identifies by number activities which treat particular occupational issues and jobs and activities which reinforce specific subject area topics and skills.) The Resources section, under separate headings, discusses the following three aspects of career education which should be considered in order to implement the activities most productively: teacher objectivity in career education, liaison with the community, and effective teaching methods for career education. (TA)

ED131211 08 CE007893

Career Education: Learning with a Purpose (Elementary 5-6).

State Fair Community College, Sedalia, Missouri

Spnsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 74 Note: 410 p.

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors: *Career Awareness/*Career Education/Curriculum Guides/Elementary Education/*Elementary School Curriculum/**English Curriculum/Fine Arts**/Instructional Materials/Intermediate Grades/*Learning Activities/**Mathematics Curriculum**/Occupational Information/Resource Materials/**Science Units**/Student Projects/*Units of Study (Subject Fields)

Identifiers: Missouri (Sedalia)

Designed to supplement the existing curriculum at the fifth and sixth grade levels, this curriculum guide contains activities for the following subject areas: social studies, math, fine arts, science, and language arts. Each subject area includes units of study which provide information (in column form) on career related activies, resources, and evaluation/outcome. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, and (4) assist the student in finding out about himself as part of the preparation for decisionmaking. Audiovisual materials, sources of free career information, field trip procedures, and a list of guest speakers and field trip sites (for the Sedalia, Missouri area) are appended. (TA)

ED130010 08 CE008126

Career Education Guide: (5-6).

Peterson, Marla; And Others

Eastern Illinois University, Charleston. Center for Educational Studies.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-72-4626

Publ. Date: 75 Note: 441 p.; For related documents see CE 008 124-126

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

Descriptors: Career Education/Curriculum/Curriculum Guides/Elementary Education/**Elementary School Mathematics/Elementary School Science/***Fuse Curriculum/Grade 5/Grade 6/Intermediate Grades/**Language Arts/***Lesson Plans/Occupational Information/Occupations/**Social Studies**/Teaching Guides/*Units of Study (Subject Fields)/*Vocational Development

One of a series of guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the Grades 5-6 levels (Fifth Experience Level and Sixth Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts) and Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career developmental dimensions: coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions.) Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, reference to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topics, or career development area. (JT)

ED130009 08 CE008125

Career Education Guide: (3-4).

Peterson, Marla; And Others

Eastern Illinois University , Charleston. Center for Educational Studies.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-72-4626

Publ. Date: 75 Note: 523 p.; For related documents see CE 008 124-126

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

Descriptors: *Career Education/Curriculum/Curriculum Guides/Elementary Education/**Elementary School Mathematics/Elementary School Science/***Fused Curriculum/Grade 3/Grade 4/**Language Arts/***Lesson Plans/Occupational Information/Occupations/**Social Studies**/Teaching Guides/*Units of Study (Subject Fields)/*Vocational Development

One of a series of guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the Grades 3-4 levels (Third Experience Level and Fourth Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts) and Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career developmental dimensions: coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions.) Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, references to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topic, or career development area. (JT)

ED130008 08 CE008124

Career Education Guide: (K-2).

Peterson, Marla; And Others

Eastern Illinois University, Charleston. Center for Educational Studies.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-72-4626

Publ. Date: 75 Note: 699 p.; For related documents see CE 008 124-126

EDRS Price MF-$1.33 HC-$36.83 Plus Postage.

Descriptors: *Career Education/Curriculum/Curriculum Guides/**Elementary School Mathematics/Elementary School Science/***Fused Curriculum/Grade 1/Grade 2/Kindergarten/**Language Arts/***Lesson Plans/Occupational Information/Occupations/Primary Education/**Social Studies**/Teaching Guides/*Units of Study (Subject Fields)/*Vocational Development

One of a series of three K-6 guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the K-2 levels (Readiness, First Experience Level, and

Second Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts), and the Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career development and subject matter concepts) based on the career developmental dimensions: coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions.) Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, references to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topic, or career development area. (JT)

ED127454 CE007634
Learning Stations: A Dynamic Approach to Career Education.
Morris, Judith L.
Rutgers, The State University, New Brunswick, New Jersey. Curriculum Lab.
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Publ. Date: Jul 75 Note: 92 p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors: Activity Units/Career Education/*Career Exploration/Elementary Education/**Elementary School Mathematics/***Individualized Curriculum/*Instructional Materials/**Language Arts/***Learning Activities/Learning Laboratories/Skill Development/**Social Studies**/Social Values
Identifiers: *Learning Stations
This curriculum guide presents career education material in the form of learning stations, which are individualized, independent skill- or content-oriented activities, that can be used by elementary school teachers to provide opportunities for pupils to use a skill or acquire an ability. Objectives, directions for completion, materials required, evaluation procedures, and, when appropriate, answer keys and illustrations are provided at each station. The 42 stations are designed for and grouped under Science and Social Studies (9), Language Arts (7), Mathematics (6), Social Values (7), and Miscellaneous (13). Introductory material indicates that (1) use of stations can stimulate growth in self-direction, self-discipline, responsibility, creativity, ability to follow directions, and social interaction; (2) use of this type of program requires the teacher to have individual weekly conferences with each pupil in order to evaluate the academic progress, plan directions for the pupil to continue learning, and monitor progress by spot-checking, observation, informal conferences, and periodic testing; (3) all questions, instructions, and illustrations contained in this guide should be mounted on poster board. An evaluation form for the booklet and a list of references are provided. (TA)

ED120348 CE005684
Career Related Science Units. Teacher Edition.
Zupfer, John; And Others
Roseville Area School District 623, Minnesota
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Publ. Date: Jul 73 Note: 395 p.; For related document, see CE 005 685
EDRS Price MF-$0.83 HC-$20.75 Plus Postage
Descriptors: Career Awareness/*Career Education/Career Exploration/Career Opportunities/Demonstration Projects/Elementary Education/**Elementary School Science/***Individualized Instruction/*Instructional Materials/Junior High Schools/*Learning Activities/Occupational Information/Problem Solving/Science Activities/Science Careers/**Science Curriculum**/Science Education/Secondary Education/Secondary School Science/Worksheets
The document is comprised of 91 career-related science modules for junior high school students, indexed by the learning activities title and cross-referenced by occupation. The modules are intended for use in an individualized science program, either as an ongoing curriculum supplement or as a discrete unit. Integrated with the presentation of scientific theory, knowledge, and skills are information on applications in work settings and on employment opportunities in science and other fields. Problem-solving and science learnings relevant to students' practical, daily needs are emphasized. The module format, an illustrated worksheet, includes: title, cluster, occupation, prerequisites, objectives, equipment, procedure, data and results, evaluation, and teacher supplement. Most of the modules were designed to be completed during a 50-minute period, with equipment which can be stored in a small container. An introduction orients the science teacher to career education concepts and objectives, relates the goals and objectives of the career-science program, and specifies the science processes and skills which are developed in the modules. Alternative methods for using the modules are suggested, and a student introduction is provided. The modules are heavily biased toward traditional sex roles; no racial minorities are pictured in the illustrations. (Author/AJ)

ED114717# 95 CE005709

Creating Greeting Cards: A Business Brings Pleasure.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-267

Publ. Date: 74 Note: 83 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C18, $5.00)

Document Not Available from EDRS.

Descriptors: ***Art Education**/*Art Products/*Career Awareness/Career Education/**Commercial Art**/Grade 2/Grade 3/Grade 4/Integrated Curriculum/**Language Arts**/Learning Activities/Mass Production/**Mathematics**/*Primary Education/Resource Materials/Simulation/**Social Studies**/Student Projects/*Teaching Guides/Teaching Procedures

Identifiers: *Greeting Cards

The learning experiences in the teacher's guide provide second, third, and fourth grade students at the primary level with the opportunity to participate in the creation and production of greeting cards. Students explore different kinds of cards and become involved in the production process of a simulated greeting card company. They learn about greeting cards as a form of communication and about the cooperative effort required for mass production. The learning activities are designed to develop an appreciation of the habits and skills required for completing a task: adequate preparation, orderly approach, meeting responsibilities and performance standards, safe work habits, physical skills, recurring production needs, and creativity. Subject areas for which the materials in the guide have potential are social studies, arts, language, and applied math. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include a poster set, evaluation instruments, and resource and worksheets. (Author/NJ)

ED114716# 95 CE005798

The Service Station.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-266

Publ. Date: 74 Note: 59 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C19, $4.50)

Document Not Available from EDRS.

Descriptors: **Art/*Auto Mechanics**/*Career Awareness/Career Education/*Grade 2/Integrated Curriculum/**Language Arts**/Learning Activities/Primary Education/Resource Materials/**Social Studies**/*Teaching Guides/Teaching Procedures

The purpose of the teacher's guide is to encourage the primary student to expand his or her awareness of jobs within the community. The role of the service station worker is examined, with emphasis on the goods and services provided. Subject areas for which the materials in this guide have potential are social studies, art, and language. Each set of learning activities contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include posters, evaluation instruments, and resource and worksheets. (Author/NJ)

ED114712# 95 CE005794

Careers in Visual Art.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-262

Publ. Date: 74 Note: 92 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C21, $6.50)

Document Not Available from EDRS.

Descriptors: ***Art Education**/*Career Awareness/Career Education/Elementary Education/*Grade 5/***Graphic Arts**/Integrated Curriculum/Intermediate Grades/Learning Activities/Resource Materials/*Teaching Guides/Teaching Procedures/Visual Arts

The set of learning experiences acquaints students at the fifth grade level with some of the greatest achievements in the fine arts. While exploring a variety of careers in the graphic arts, students become aware of the tools, materials, and equipment as well as the skills needed to utilize them. Through group activities in the graphic arts, they see the advantages of cooperation and develop an understanding of decision making and problem-solving. They see how cultural backgrounds and environmental influences determine modes of artistic expression and briefly examine the

possible lifestyles and career rewards of persons employed in the graphic arts. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include information and evaluation sheets as well as other classroom materials. (Author/NJ)

ED114711# 95 CE005793
Working with Trees.
Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.
Report No.: VT-102-261
Publ. Date: 74 Note: 117 p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C12, $6.00)
Document Not Available from EDRS.
Descriptors: **Art/***Career Awareness/Career Education/Conservation (Environment)/**Environmental Education/** Forestry/Grade 3/Grade 4/Integrated Curriculum/**Language Arts**/Learning Activities/**Music/***Primary Education/ *Resource Materials/**Sciences/Social Studies/***Teaching Guides/Teaching Procedures/*Trees
The learning experiences in the teacher's guide are designed to aid primary students in developing an awareness of the personal and social value of work and of the variety of tree-related occupations. The relationship between trees and the people who work with them is presented in a manner that encourages an understanding of both the value of trees to man and the satisfaction of working with them. Students learn about trees and their role in the natural environment, the resources they provide, and ways to conserve them. Subject areas for which the materials in this guide have potential are science, art, music, language arts, and social studies. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include poster sets, a 25-page flash card set, worksheets, and evaluation instruments. (Author/NJ)

ED114710# 95 CE005792
Careers in Technology.
Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.
Report No.: VT-102-260
Publ. Date: 74 Note: 82 p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C08, $6.00)
Document Not Available from EDRS.
Descriptors: *Career Awareness/Career Education/Grade 2/Grade 3/Grade 4/Integrated Curriculum/*Learning Activities/Man Machine Systems/**Mathematics/***Primary Education/Resource Materials/**Social Studies/***Teaching Guides/Teaching Procedures/*Technical Occupations/Technology
The basic purpose of the teacher's guide is to acquaint students at the primary level with the variety of jobs in the field of technology. The field of technology encompasses all work which uses machines to supply the needs of people. The topics covered include: simple machines, technological jobs in the community, using measurement accurately, tools used for measurement, preparation related to technological jobs, the use of mathematics in technological jobs, job specialization and the assembly line, a visit to a technological site, and working conditions. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include evaluation instruments, worksheets, and other classroom materials. (Author/NJ)

ED114709# 95 CE005791
Learning About Business.
Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.
Report No.: VT-102-259
Publ. Date: 74 Note: 118 p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C22, $7.00)
Document Not Available from EDRS.
Descriptors: ***Business Education**/Business Responsibility/*Career Awareness/Career Education/Classroom Games/ *Community Services/Grade 1/Grade 2/Grade 3/Grade 4/Integrated Curriculum/Learning Activities/Occupations/ *Primary Education/Relationship/Resource Materials/**Social Studies/***Teaching Guides/Teaching Procedures
In the teacher's guide, learning experiences focus on helping students in primary grades develop their understanding of the interrelationships among businesses, workers, and families through examinations of local stores and businesses

and of the workers who work in them. Students are given the opportunity to acquire economical awareness and self-sufficiency. They learn to match needed goods and services to the types of stores and businesses that provide them. They identify and explore the basic business principles of income, expenses, and dependence on workers, customers, and other businesses. The subject area for which the materials in the guide have potential is social studies. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include worksheets, a game, and evaluation materials. (Author/NJ)

ED114708# 95 CE005790
The Supermarket.
Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.
Report No.: VT-102-258
Publ. Date: 74 Note: 55 p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C14, $4.50)
Document Not Available from EDRS.
Descriptors: *Career Awareness/Career Education/**Consumer Education**/*Food Service Occupations/Food Stores/Grade 2/Grade 3/Integrated Curriculum/*Learning Activities/**Mathematics**/*Primary Education/**Reading Skills**/Resource Materials/**Social Studies**/*Teaching Guides/Teaching Procedures
The learning experiences in the teacher's guide are intended to acquaint students at the second and third grade levels with the food industry—the goods and services it provides, the workers it employs, and some of the basic skills the consumer needs. The supermarket, that segment of the food industry most familiar to primary students, is the focal point of study. As they observe and interview supermarket workers on the job, students gain some understanding of the job activities and working conditions. In a culminating activity, students role play customers and supermarket workers, applying arithmetic and reading skills as they make shopping decisions. Subject areas for which the materials in the guide have potential are social studies and mathematics. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-oriented resource materials are included. (Author/NJ)

ED114707# 95 CE005789
Exploring the World of Work.
Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.
Report No.: VT-102-257
Publ. Date: 74 Note: 75 p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C13, $6.50)
Document Not Available from EDRS.
Descriptors: **Art**/*Career Awareness/Career Education/*Community/Grade 2/Grade 3/Integrated Curriculum/**Language Arts**/Learning Activities/*Occupations/*Primary Education/Resource Materials/**Social Studies**/*Teaching Guides/Teaching Procedures
The teachers guide, for use at the levels of grades 2 and 3, provides an introduction to a wide variety of occupations. Its purpose is to expand student awareness of both goods producing occupations and service occupations within the community. It focuses on the distinction between goods and services, the concepts of occupational area and specialization, job preparation, personal needs and lifestyles and their relation to work, the function of work in meeting community needs, volunteer workers in the community, and finally, the influence of geographic area on occupations. Subject areas for which the materials in the guide have potential are social studies, language arts, and art. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials are included. (Author/NJ)

ED114706# 95 CE005788
People Who Work with Animals.
Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.
Report No.: VT-102-256
Publ. Date: 74 Note: 64 p.; For related document, see CE 005 772-800
Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C20, $4.00)
Document Not Available from EDRS.

Descriptors: *Animal Caretakers/*Career Awareness/*Career Education/Grade 1/Grade 2/Grade 3/**Language Arts/** Learning Activities/**Mathematics/***Primary Education/Resource Materials/**Social Studies/***Teaching Guides/Teaching Procedures

The purpose of the teacher's guide is to provide the primary student with an awareness of the numerous careers available to people who want to work with animals and to increase knowledge about and interest in animals. Specific occupational groups on which this unit focuses are those associated with commercial pet establishments, zoos, conservation, and health areas. The topics covered include animals and their environment, learning about those who work with animals, applying knowledge about animals in the classroom, and responsibilities of people who work with animals. Subject areas for which the materials in this guide have potential are social studies, language arts, and arithmetic. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include puppet patterns and worksheets. (Author/NJ)

ED114703# 95 CE005785

Basic Measurement and Related Careers: Level D.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-253

Publ. Date: 74 Note: 49 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C07, $4.00)

Document Not Available from EDRS.

Descriptors: *Career Awareness/Career Education/Elementary Education/Grade 3/Grade 4/Integrated Curriculum/ Learning Activities/***Mathematics/***Measurement/Measurement Instruments/Primary Education/Resource Materials/ *Teaching Guides/Teaching Procedures

The teaching guide, part of a series of four, consists of learning experiences for use at the levels of grades 3 and 4 in mathematics. It focuses on the basic concepts of measurement and developing measurement skills in the early grades. It progresses to the concept of measurement by comparison and to developing basic volume measurement skills. Students examine the use of these skills in the work world. The topics covered include: measuring tools and their relationship to work, using estimation in work situations, using length measurement in work situations, using area measurement in work situations, and applying measurement skills. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters and work sheets. (Author/NJ)

ED114699# 95 CE005781

Economic and Career Awareness: Level C.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: VT-102-249

Publ. Date: 74 Note: 67p.; For related documents, see CE 005 772-800

Available from: Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C03, $5.00)

Document Not Available from EDRS

Descriptors: **Banking/Budgeting/***Career Awareness/Career Education/***Consumer Education/*Economic Education**/Grade 1/Grade 2/Grade 3/Grade 4/Integrated Curriculum/Learning Activities/**Mathematics**/Planning/*Primary Education/Resource Materials/**Social Studies/***Teaching Guides/Teaching Procedures

The teacher's guide is the third in a series of three developed for primary or early intermediate levels. It consists of learning experiences designed to build student familiarity with basic economic terms and concepts: consumer, producer, needs, wants, goods, services, short-range and long-range planning, fixed and variable expenses, and budgets. The material also acquaints students with the details of many services offered by banks, and introduces them to the uses of various money substitutes and to the existence of a variety of occupations and career fields. Subject areas for which the materials in the guide have potential are social studies and math. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters and evaluation sheets. (Author/NJ)

ED114701# 95 CE005783

Basic Measurement and Related Careers: Level B.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-251

Publ. Date: 74 Note: 127 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C05, $8.00)

Document Not Available from EDRS.

Descriptors: *Career Awareness/Career Education/*Grade 1/Integrated Curriculum/Learning Activities/***Mathematics**/*Measurement/Primary Education/Resource Materials/*Teaching Guides/Teaching Procedures

The teaching guide, part of a series of four, consists of learning experiences for use at the grade 1 level in mathematics. It focuses on the basic concepts of measurement and developing measurement skills in the early grades. It progresses to the concept of measurement by comparison and to developing basic volume measurement skills. Students examine the use of these skills in the work world. The topics covered include: measuring time, measuring weight, measuring money, measuring length, measuring liquid volume, and measuring temperature. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evalaution-summary activities. Activity-coordinated resource materials include posters, worksheets, and resource sheets. (Author/AJ)

ED114700# 95 CE005782

Basic Measurement and Related Careers: Level A.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-250

Publ. Date: 74 Note: 82 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C04, $5.50)

Document Not Available from EDRS.

Descriptors: *Career Awareness/Career Education/Integrated Curriculum/*Kindergarten/Learning Activities/***Mathematics**/*Measurement/Primary Education/Resource Materials/*Teaching Guides/Teaching Procedures

The teaching guide, first in a series of four, consists of learning experiences in mathematics for use at the kindergarten level. It focuses on the basic concepts of measurement and developing measurement skills in the early grades. It progresses to the concept of measurement by comparison and to developing basic volume measurement skills. Students examine the use of these skills in the work world. The topics include time, weight, money, length estimation, and length measurement. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include posters and worksheets. (Author/NJ)

ED114699# 95 CE005781

Economic and Career Awareness: Level C.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-249

Publ. Date: 74 Note: 67 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 4310 (Order No. C03, $5.00)

Document Not Available from EDRS.

Descriptors: **Banking/Budgeting/***Career Awareness/Career Education/***Consumer Education/*Economic Education**/Grade 1/Grade 2/Grade 3/Grade 4/Integrated Curriculum/Learning Activities/**Mathematics**/Planning/*Primary Education/Resource Materials/**Social Studies/***Teaching Guides/Teaching Procedures

The teacher's guide is the third in a series of three developed for primary or early intermediate levels. It consists of learning experiences designed to build student familiarity with basic economic terms and concepts: consumer, producer, needs, wants, goods, services, short-range and long-range planning, fixed and variable expenses, and budgets. The material also acquaints students with the details of many services offered by banks, and introduces them to the uses of various money substitutes and to the existence of a variety of occupations and career fields. Subject areas for which the materials in the guide have potential are social studies and math. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters and evaluation sheets. (Author/NJ)

ED114698# 95 CE005780

Economic and Career Awareness: Level B.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-248

Publ. Date: 74 Note: 65 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C02, $4.50)

Document Not Available from EDRS.

Descriptors: **Banking/Budgeting/***Career Awareness/Career Education/***Consumer Education/*Economic Education**/Family Structure/Grade 1/Grade 2/Grade 3/Grade 4/Integrated Curriculum/Learning Activities/**Mathematics/**Money Management/*Primary Education/Resource Materials/**Social Studies/***Teaching Guides/Teaching Procedures

The teacher's guide is the second of three developed for primary and early intermediate levels. The learning experiences focus on helping the student to develop an understanding of the family as an economic unit and of money as a medium of exchange that facilitates trade; to identify ways of earning, saving, and spending money; to recognize the roles of banking and bank workers in our society; to appreciate the priority families must place on satisfying basic economic needs; and to discover ways family members can minimize their own and others' expenses. The career education elements emphasized in the guide are general economic and career awareness, economic attitudes and appreciations, beginning economic and decision-making skills, and educational awareness. Subject areas for which the materials in the guide have potential are social studies and mathematics. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include worksheets and evaluation materials. (Author/NJ)

ED114697# 95 CE005779

Economic and Career Awareness: Level A.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-247

Publ. Date: 74 Note: 105 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C01, $6.50)

Document Not Available from EDRS.

Descriptors: *Career Awareness/Career Education/**Consumer Education**/***Economic Education**/Family Life/Grade 1/Grade 2/Grade 3/Grade 4/Integrated Curriculum/Learning Activities/**Mathematics**/*Money Management/Primary Education/Resource Materials/**Social Studies**/*Teaching Guides/Teaching Procedures

The teacher's guide is the first in a series of three developed for primary and early intermediate levels. The learning experiences focus on helping students to develop an understanding of the family as an economic unit, to acquire elementary classification skills, to appreciate the priority families must place on satisfying basic economic needs, and to recognize that there are similarities and differences among the needs and wants of various families. Students are given opportunities to begin to attain self-sufficiency as consumers by learning to read price tags, count money, and make change. Subject areas for which the materials in this guide have potential are social studies and math. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters, evaluation materials, and worksheets. (Author/NJ)

ED114692# 95 CE005774

Myself and Others at Home and School.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-242

Publ. Date: 74 Note: 155 p.; For related documents, see CE 005 772-800

Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C11, $8.00)

Document Not Available from EDRS.

Descriptors: *Career Awareness/Career Education/*Family Relationship/Grade 1/Grade 2/Grade 3/Integrated Curriculum/Interpersonal Relationship/**Language Arts**/Learning Activities/*Primary Education/Resource Materials/*Self Concept/**Social Studies**/*Teaching Guides/Teaching Procedures

Within the context of family and school, students in primary grades are encouraged to deal with an expanded idea of self. The learning experiences in the teacher's guide are designed to help this self become aware of its involvement in an institution called family, and of many different roles played by family members to achieve a variety of goals. Interdependency and responsibility are explored. These basic concepts are then applied to another familiar institution—the school. The concept of occupational roles is carefully developed. The topics covered include: family structure and activities performed at the home, interrelationships of family functions, interdependency and responsibility in the family, role performance in the home, family members and their jobs, living in a school, children in a school, school functions and occupational roles, and interdependency and responsibility in the school. Subject areas for which the materials in the guide have potential are social studies and language arts. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Worksheets and other resource materials accompany many of the learning activities. (Author/KJ)

ED114691# 95 CE005773

Just Me.

Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Report No.: VT-102-241

Publ. Date: 74 Note: 106 p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C09, $6.50)
Document Not Available from EDRS.
Descriptors: *Career Awareness/Career Education/*Grade 1/Individual Development/Integrated Curriculum/Interpersonal Relationship/***Language Arts**/Learning Activities/Resource Materials/*Self Concept/*Teaching Guides/Teaching Procedures
That being a self involves being different is the unique focus of the teacher's guide. The learning experiences, developed for use at the grade 1 level, are designed to make each student aware of himself through a variety of activities that point out what is uniquely his: his physical makeup, his family, his friends, his interests, and his school. Using the familiar environment of the school, students assess capability of self in relationship to a variety of assigned classroom and important relationship exists between what a student learns in school and what the student chooses for a career. The subject area for which the materials in the guide have potential is communication arts, i.e., English, speech, and language arts. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Posters, worksheets, and transparency masters accompany many of the learning activities. (Author/NJ)

ED114690# 95 CE005772
Physical Education for Tomorrow.
Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.
Report No.: VT-102-240
Publ. Date: 74 Note: 23 p.; For related documents, see CE 005 773-800
Available from: The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C17, $8.00)
Document Not Available from EDRS.
Descriptors: **Art Education/***Career Awareness/Career Education/*Early Childhood Education/Grade 1/Grade 2/Integrated Curriculum/Kindergarten/Learning Activities/*Motor Development/***Physical Education**/Preschool Education/Primary Education/Resource Materials/Self Concept/*Teaching Guides/Teaching Procedures
The learning experiences in the teacher's guide are built on the concept of movement exploration. Self-awareness is realized as students discover potentials for performing basic motor skills and explore creative movement. Intended for use at the preschool and primary levels, the guide suggests and describes ways for the teacher to introduce and develop large and small muscle skills and later relate their use to career information. The career awareness theme is threaded throughout the learning experiences in the form of pantomiming certain occupational roles, pretending or role playing, and games. Involvement in the production of a circus provides practical application of concepts and skills, and opportunities for career awareness. Primary emphasis is on physical education, but teachers may find some of the activities useful in the areas of music, art, and social studies. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Poster sets and resource sheets accompany many of the learning activities. (Author/KJ)

ED114467 CE005109
Teacher Guide for Increasing the Career Awareness of Elementary Children: Grades 4-6. Revised Edition.
Pleasant Hill School District, Oregon.
Publ. Date: 10 Aug 72 Note: 180 p.; For related document, see CE 005 108
Available from: Pleasant Hill School District 1, Route 8, Box 750, Pleasant Hill, Oregon 97401
EDRS Price MF-$0.76 HC-$9.51 Plus Postage.
Descriptors: **Art**/Behavioral Objectives/Bibliographies/*Career Awareness/Career Education/*Curriculum Guides/Elementary Education/**Health**/Integrated Curriculum/*Intermediate Grades/**Language Arts**/Learning Activities/**Mathematics/Music**/Resource Guides/**Science Units/Social Studies Units**/Student Evaluation/Tests/*Units of Study (Subject Fields)
The career awareness curriculum guide for grades 4-6 provides units of instruction for the subjects of language arts, social studies, science, mathematics, and health with each unit containing concepts, behavioral objectives, suggested learning activities, and suggested materials and resources for each of the three grades. An additional unit on music is suitable for use with all three grades. The guide also provides career awareness pre- and post-tests for each grade, a teacher survey form on career awareness, and a curriculum guide evaluation form for the teacher. An appendix contains sample forms and letters useful in career awareness programs and a six-page list of job family categories. A bibliography provides a teacher resource list, a 10-page list of career awareness books in the Pleasant Hill Elementary School Library, and a list of helpful pamphlets available to teachers. (JR)

ED114466 CE005108
Teacher Guide for Increasing the Career Awareness of Primary School Children: Grades 1-3. Revised Edition.
Pleasant Hill School District, Oregon.
Publ. Date: 10 Aug 73 Note: 107 p.; For related document, see CE 005 109
Available from: Pleasant Hill School District 1, Route 8, Box 750, Pleasant Hill, Oregon 97401
EDRS Price MF-$0.76 HC-$5.70 Plus Postage.

Descriptors: **Art**/Bibliographies/*Career Awareness/Career Education/*Curriculum Guides/**Health**/Integrated Curriculum/**Language Arts**/*Learning Activities/**Mathematics**/Post Testing/Pretests/*Primary Education/Resource Guides/**Science Units/Social Studies Units**/Student Evaluation/Tests/*Units of Study (Subject Fields)

The career awareness curriculum guide for grades 1-3 provides units of instruction for the subjects of language arts, social studies, science, mathematics, and health with each unit containing concepts, behavioral objectives, suggested learning activities, and suggested materials and resources for each of the three grades. An additional unit on art is suitable for use with all three grades. The guide also provides career awareness pre- and post-tests, a teacher survey form on career awareness, and a curriculum guide evaluation form for the teacher. An appendix contains sample forms and letters useful in career awareness programs, and a bibliography provides a 100-item job list for grades 1-3, a list of books for students in those grades, and a list of helpful pamphlets available to teachers. (JR)

ED112073 95 CE004836

Career Education: Learning with a Purpose; Elementary 3-4; Volumes 1 and 2.

State Fair Community College, Sedalia, Missouri.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 74 Note: 182p.

EDRS Price MF-$0.76 HC-$9.51 Plus Postage.

Descriptors: Audiovisual Aids/*Career Education/Classroom Materials/*Curriculum Guides/Decision Making/Educational Attitudes/*Elementary Education/Field Trips/Grade 3/Grade 4/Integrated Curriculum/Interpersonal Competence/*Learning Activities/Occupational Information/Resource Guides/Self Actualization/Self Concept/Self Evaluation/**Social Studies**/Units of Study (Subject Fields)

Identifiers: Missouri

The guide to career education is designed to supplement an existing curriculum at the third and fourth grade level; it suggests and outlines a developmental program of learning activities and resource materials which may be integrated with the teaching of academic subject areas. The suggested activities and materials are designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, and (4) prepare the student for personal decision-making. The program is intended to help the student recognize that educational experiences are a means of achieving life goals. The activities in Volume 1 pertain to social studies, and include a Missouri unit with student worksheets and a collection of student-developed, career-related games and puzzles. The subject areas used to group the activities in Volume 2 are fine arts, language arts, math, and science. In addition to the suggested resource materials which are listed in conjunction with the learning activities, both volumes contain identical resource guides to audiovisual materials, sources of free career information, and a list of field trip sites in Missouri. (Author/AJ)

ED110769 CE004579

PCE/K-10 Activities for Career Education, Grades 4-6.

Portland Public Schools, Oregon. Area II Office.

Publ. Date: Jun 73 Note: 214 p.; For related documents, see CE 004 577-580

EDRS Price MF-$0.76 HC-$10.78 Plus Postage.

Descriptors: *Career Awareness/*Career Education/*Curriculum Guides/Educational Objectives/*Elementary Education/Grade 4/Grade 5/Grade 6/**Health**/*Integrated Activities/Integrated Curriculum/**Language Arts**/Learning Activities/**Mathematics/Sciences/Social Studies**/Units of Study (Subject Fields)

Identifiers: Oregon (Portland)/PCE/*Project Career Education

The Portland (Oregon) Public School Project Career Education (PCE) Activities for grades 4-6 is based on the city's overall Area 2 program goals for career education which proposed that children completing school should have sufficient knowledge and competencies to enter into a field of employment or an advanced training program in that field. Discussed in general are the project's goals in career awareness and career exploration. The remaining sections are divided by grade levels (4-6), providing integrated career awareness activities in social studies, language arts, math, health and science, and general areas of interest. For each activity the theme, grade level, curriculum area, life role, purpose, objectives, materials/resources, and teaching procedures are outlined. The document concludes with sample teaching activity blanks and evaluation forms. (BP)

ED107925 CE004045

Elementary Career Education Units for Integration in Subject Areas at Grades Kindergarten through Six. Project SPAN.

Bell, Lorraine P., Comp.

Memphis City School System, Tennessee.

Publ. Date: 74 Note: 214 p.; For Teacher's Guide, see CE 004 044

EDRS Price MF-$0.76 HC-$10.78 Plus Postage.

Descriptors: *Activity Units/**Art Activities**/*Career Awareness/Career Education/Classroom Games/*Curriculum Guides/*Elementary Education/Integrated Curriculum/**Language Arts/Mathematics Curriculum**/*Occupational Clusters/Primary Education/Resource Materials/**Science Activities**/Self Concept/Student Evaluation

Identifiers: SPAN/Start Planning Ahead Now/Systems Program Approaching Nonunemployment

Units in the curriculum guide are presented in two sections, K-3 and 4-6, and emphasize hands-on activities, role-playing, resource persons, field trips, and classroom career corners. Organized on the career cluster concept, the K-3 units cover self-concept, home and family, familiar community occupations, zoo animals, travel, school, and the hospital. Transportation, communications, health, and merchandising and distribution are covered in the fourth through sixth grade section. Most units include introductory or motivational material: content or plans for instruction in language arts, science and math, art, and other areas: books and resources in many media; songs and rhythms,

and suggestions for student evaluation. Appendixes contain an example of a classroom career corner and 21 pages of additional activities for kindergarten through sixth grade. (MDW)

ED107827 CE003928
Career Education K-6.
Lawrence Unified School District 497, Kansas.
Publ. Date: 73 Note: 127 p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage.
Descriptors: *Career Awareness/*Career Education/Community Characteristics/Community Resources/**Consumer Economics/Cultural Differences/***Curriculum Guides/*Elementary Education/Family Life/Global Approach/Individual Development/Resource Materials/**Social Studies**
The elementary level career education instructional materials are arranged by grade level. Separate sections are devoted to each level and include an overview of the curriculum with objectives, activities, and resources (speakers, on-site visits, audiovisuals, books, and kits) for each subject area covered. Emphasizing career awareness, each section's objectives deal with the world of work and character development. Subject areas for the kindergarten level cover family, community, and self. In the first grade, expanding emphases are applied to country, school, families and community, map and globe use, transportation, Washington, D.C., and great Americans. Grade two stresses neighborhood interdependence, and national communities (historical, military, apple growing, forest growing, steel making, and rural). The making of America and the metropolitan community are topics treated in grade three, while agriculture and the land, industry and man, and mass production are studied in grade four. Four world views (ancient, Greek and Roman, medieval, and Middle East) are considered in fifth grade, while western expansion, new world and Eurasian cultures, the industrial revolution, and Latin America are examined at the sixth grade level. Consumer economics is discussed at appropriate complexity levels beginning with second grade. Not all resource information is complete. Three brief appendixes list additional activities and two forms. (MDW)

ED107812 CE003911
Career Education in Elementary Schools: Exemplary Curriculum Guidelines.
Natchitoches Parish School Board, Louisiana
Sponsoring Agency: Louisiana State Dept. of Education. Baton Rouge.
Publ. Date: Aug 73 Note: 347 p.
EDRS Price MF-$0.76 HC-$17.13 Plus Postage.
Descriptors: Audiovisual Aids/*Career Awareness/*Career Education/*Curriculum Guides/Educational Objectives/Elementary Grades/**Language Arts/***Learning Activities/**Mathematics/**Occupational Clusters/**Reading/**Resource Materials/**Social Studies/**Student Evaluation/Units of Study (Subject Fields)
A result of a State-funded workshop sponsored by Northwestern State University (Louisiana), the exemplary career education curriculum guide is designed for elementary grades K through six. An introductory chapter is followed by a chapter on resources which identifies specific materials (films, filmstrips, records, kits, books, pictures, and catalogs), lists noteworthy activities, and identifies career job clusters with specific examples. Chapter three, which consists of 278 pages of learning episodes, is arranged with sections for each grade level that are further identified according to subject matter (people work together—kindergarten, social studies, reading, language arts, and mathematics) as well as unit topic. Lesson plans are arranged in a double-page format with six columns indicating objectives, career education code (referring to teacher-established career education objectives listed in chapter 2), learning activities, resources, evaluation, and special notes. The fourth chapter is a brief outline of audiovisual equipment needed in a career education program, and the concluding chapter consists of a workshop evaluation form. (EA)

ED106669 CE003904
Occupational Awareness through Dramatic Play: A Curriculum Guide for Primary Grades: Parts 1 and 2.
Golden, Loretta
North Carolina University, Chapel Hill. Frank Porter Graham Center.
Sponsoring Agency: North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.
Publ. Date: Dec 73 Note: 391 p.
EDRS Price MF-$0.76 HC-$19.67 Plus Postage.
Descriptors: *Career Awareness/*Career Education/Child Development/Community/Community Services/Curriculum Guides/***Dramatic Play/**Elementary Education/Jobs/**Language Arts/Mathematics/***Occupations/Primary Education/**Reading**
Designed for grades K-3, the career education curriculum guide focuses on dramatic play to create an environment which will stimulate children to explore various occupations within the community. At the beginning of the program, the community includes only a few structures. As the students realize the need for more buildings and services, the community continues to develop, with more occupations being explored. Pupils portraying various worker roles in the community begin to experience the interdependence of jobs. The dramatic play is to be spontaneous, with the

teacher assuming the role of observer. Research lessons may involve reading, talking to adults, field trips, or audio-visual aids. Sixteen units focus on working related to the post office, supermarket, service station, construction company, airport, bank, department of public works, police department, traffic court, doctor's office and hospital, department of motor vehicles, fire department, newspaper, mayor and city council, and library. Individual units are organized according to lesson plans and activities and related sources of information and comments. Bibliographies on each worker category identify easy and more difficult reading level books, films, pictures, and other audio-visual aids. (EA)

ED106636 CE003810

Career Development Guide: Grades 6-8.

Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Missouri.

Publ. Date: 73 Note: 75 p.; For related documents, see CE 003 808-812

EDRS Price MF-$0.76 HC-$3.32 Plus Postage.

Descriptors: Behavioral Objectives/*Career Education/Career Planning/Communication Skills/*Curriculum Guides/Elementary Education/**Home Economics**/Human Relations Units/Human Resources/**Industrial Arts**/Interpersonal Competence/*Junior High Schools/***Language Arts**/Learning Activities/Models/**Sciences**/***Social Studies**/Social Studies Units/Vocational Development

Identifiers: Career Conscious Individual Career Education Model/Missouri

The curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Utilizing language arts and social studies curricula, with several science, communication skills, home economics, and industrial arts lessons, the units center on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For grades 6-8, the goals involve: self-analysis; positive self-concept; use of communication skills; cooperation; understanding of environmental factors; positive attitudes and behavior; and knowledge of job competencies, of the career development process, of responsibilities of actions and decisons, of educational preparation, of necessary skills, and of communities and job locations. The main portion of the document (50 pages) presents activities and outcomes for the grades 6-8 organized under domain, pertinent goal, and specific objectives. (JB)

ED106635 CE003809

Career Development Guide: Grades 3-5.

Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Missouri.

Publ. Date: 73 Note: 104 p.; For related documents, see CE 003 808-812

EDRS Price MF-$0.76 HC-$5.70 Plus Postage.

Descriptors: Behavioral Objectives/*Career Education/Career Planning/*Curriculum Guides/*Elementary Education/Elementary Grades/Human Relations Units/Human Resources/Interpersonal Competence/Learning Activities/Models/***Social Studies**/Social Studies Units/Vocational Development

Identifiers: Career Conscious Individual Career Education Model/Missouri

The social studies curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in all students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible life career roles; and to analyze and relate these roles to their present situations. The units center on the model's four basic interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For grades 3-5, the goals include: assessing one's characteristics; comprehending different lifestyles and occupations; developing positive self-concept; and developing an awareness of problems in interpersonal processes, of the interrelationship between education, environment, and work, of responsibilities within an occupation, of how work affects leisure, of learning as a continual process, and of the relationship between personality and career development. The main portion of the document (75 pages) presents activities and outcomes for grades 3-5 organized under domain, pertinent goal, and specific objective. (JB)

ED106634 CE003808

Career Development Guide: Grades K-2.

Missouri State Dept. of Education, Jefferson City Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Missouri.

Publ. Date: 73 Note: 100 p.; For related documents, see CE 003 809-812

EDRS Price MF-$0.76 HC-$4.43 Plus Postage.

Descriptors: Behavioral Objectives/*Career Education/Career Planning/*Curriculum Guides/Early Childhood Education/*Elementary Education/Elementary Grades/Human Relations Units/Interpersonal Competence/Kindergarten/Learning Activities/Models/Primary Education/***Social Studies**/Social Studies Units/Vocational Development

Identifiers: Career Conscious Individual Career Education Model/Missouri

The social studies curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in all students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible life career roles; and to analyze and relate these roles to their present situations. The units center on the model's four basic interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For K-2, the goals are concerned with: an awareness of self, others, and envrionment; the realization of individual differences; the development of a positive self-concept, of skills, and of decision making; and a comprehension of cooperation, of leisure, of job training, of different aptitudes, of the interrelation of school and future work, and of a variety of careers. The main portion of the document (70 pages) presents activities and outcomes for K-2 organized under domain, pertinent goal, and specific objective. (JB)

ED106606 CE003778

Forest Services: World of Work Project: Fifth Grade: Science.

Utah State Board for Vocational Education, Salt Lake City.

Note: 65 p.; For related documents, see CE 003 775-77

EDRS Price MF-$0.76 HC-$3.32 Plus Postage.

Descriptors: *Career Awareness/Career Education/Conservation Education/*Curriculum Guides/Elementary Education/***Forestry**/*Forestry Occupations/Grade 5/Integrated Curriculum/Learning Activities/Occupational Information/Resource Materials/*Resource Units/**Science Curriculum**

Identifiers: *World of Work

The document is one of the teaching units developed by the Utah World of Work Project, designed to integrate career awareness into the regular curriculum at the elementary level. The fifth grade guide is tied to the science area and focuses on conservation as practiced by Forest Service workers; the growth cycle of forests and the management of forest lands with respect to forage, recreational activities, wood, water, and wildlife; and career opportunities at both professional and nonprofessional levels. Twelve lessons including learning activities and resource materials are provided, organized by concept and objective, and suggestions included for additional resources. (SA)

ED106604 CE003776

My Parent's Work from A to Z: World of Work Project: Social Studies: Kindergarten.

Utah State Board for Vocational Education, Salt Lake City.

Note: 61 p.; For related documents, see CE 003 775 and CE 003 777-8

EDRS Price MF-$0.76 HC-$3.32 Plus Postage.

Descriptors: *Career Awareness/Career Education/*Curriculum Guides/Integrated Curriculum/Kindergarten/*Learning Activities/Lesson Plans/Primary Education/Resource Materials/*Resource Units/**Social Studies**/Work Attitudes

Identifiers: *World of Work

The document is one of the teaching units developed by the Utah World of Work Project, designed to integrate career awareness into the regular curriculum at the elementary level. The kindergarten level guide is tied to the social studies area and focuses on eight work-related concepts and objectives covering the relationships between work and pay, choice of work, and work attitudes. Detailed learning activities and resource materials are provided for each concept, and suggestions are included for additional resources. (SA)

ED105258 CE003565

What Do Workers Do?: Second Grade.

Cooper, Beverly A.

Arizona State Dept. of Education, Phoenix.

Publ. Date: 75 Note: 155 p.; For related documents, see CE 003 563-571; Original pagination incorrect, but document appears complete.

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: Activity Units/*Career Awareness/*Career Education/*Curriculum Guides/Educational Strategies/Elementary Education/Grade 2/Group Instruction/Individualized Instruction/Instructional Materials/Interaction/*Intergroup Relations/Interpersonal Competence/Lesson Plans/Primary Education/Relevance (Education)/Resource Materials/**Social Studies**/Teaching Procedures/*Unit Plan

The second grade instructional unit, part of a grade school level career education series, is designed to assist learners in relating present experiences to past and future ones. Before the main body of the lessons is described, field test results are reported and key items are presented: the concepts, the estimated instructional time, the vocabulary

introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections—an introduction, learners' tasks, and a summary. Some supplemental activities are presented, strategy and resource profiles provided, assessment procedures outlined, and instructional strategies suggested. The unit's primary intent is to help the learner to understand that tasks performed in the home, at work, and in school are related to the interest, aptitude, and training of the individual performing these tasks. Emphasizing worker interdependency, the activities supporting the performance objectives incorporate multimedia resources, discussions, role playing, simulation, and games. The interdependency factor is examined as it relates to school workers, family members, between different occupations, in the community, and in interpersonal relationships. The ten-hour unit relates to the social studies area primarily, but also provides language, math, and art experiences for both group and individual instruction. (MW)

ED105219 CE003510

Career Development for the Primary Level.

Chicago Board of Education, Illinois.

Publ. Date: 74 Note: 203 p.; For related documents, see CE 003 511-512

Available from: Board of Education of the City of Chicago, 228 North LaSalle Street, Chicago, Illinois 60601 ($2.25)

EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage.

Descriptors: Activity Units/Articulation (Program)/Behavioral Objectives/Bibliographies/Career Education/Career Opportunities/Career Planning/**Classroom Guidance Programs**/*Curriculum Guides/Developmental Programs/Elementary Education/***Group Guidance**/Instructional Materials/Interpersonal Relationship/Occupational Information/*Primary Education/Resource Guides/Self Actualization/*Vocational Development

Identifiers: Chicago Public Schools

Developed by the Chicago public schools in coordination with state and local departments of vocational education, the document is the first in a series of three curriculum guides. Intended for use at the primary school level, its aim is to provide two types of guidance services: counseling for self-understanding and personal development, and a program of broad, general occupational information intended to serve as a foundation for later career decisions. The program emphasizes the contribution of group guidance to the total guidance program and in the classroom; group guidance techniques and the development of a guidance unit plan are discussed. All three career development guides in the series—primary, intermediate, and upper levels—are organized around the same conceptual framework: learning to know oneself, developing habits and relationships, learning about opportunities, and making and carrying out plans. Each unit specifies general unit goals, specific behavioral objectives, and suggestions for classroom activities. Concluding each unit is a detailed bibliography of resource materials, including books, kits, audiovisual materials, and other instructional aids. (MW)

ED105073 95 CE002393

Career Education Classroom Activities: North Dakota, K-12: Elementary (Third).

North Dakota State Board for Vocational Education, Bismarck.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE) Washington, D.C.

Bureau No.: BR-0-361-0047

Grant No.: OEG-0-70-4752(361)

Publ. Date: Sep 72 Note: 153 p.; For other elementary level guides from this project, see CE 002 107-110, CE 002 394, and CE 003 322-323; for secondary level guides, see CE 003 324-328

EDRS Price MF-$0.76 HC-$8.24 Plus Postage.

Descriptors: *Career Awareness/*Career Education/Class Activities/Course Objectives/*Curriculum Guides/Grade 3/Integrated Activities/Integrated Curriculum/Interpersonal Competence/**Language Arts**/*Learning Activities/Primary Education/Resource Materials/Self Evaluation/**Social Studies**/Work Attitudes

The career education activities in the guide are designed to be integrated with the school curriculum at the third grade level. They should be used selectively according to class needs and capabilities. A primary philosophy, how to use the guide, concepts to develop (K-6), and third grade objectives are outlined. Third grade career education activities have been organized as they relate to four personal and world-of-work oriented objectives. Units, primarily in the language arts and social studies areas, cover: (1) many methods of developing positive self-concepts and attitudes toward the world of work, and (2) the study of, and field trips to, a wide variety of occupations and industries. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes reading, filmstrips, writing, discussions, drawing, field trips, singing, picture location, interviewing parents, plays, and games. Guidelines for resource people and field trips, a suppliers' address list, and an interviewing guideline for intermediate grades are appended. (Author/NH)

ED105071 95 CE002109

Career Education Classroom Activities: North Dakota, K-12: Elementary (Sixth).

North Dakota State Board for Vocational Education, Bismarck.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.: BR-0-361-0047

Grant No.: OEG-0-70-4752(361)

Publ. Date: 75 Note: 137 p.; For other elementary level guides from this project, see CE 002 107-110, CE 002 393-394, and CE 003 322-323; for secondary level guides, see CE 003 324-328

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors: **Art**/*Career Awareness/*Career Education/Class Activities/Course Objectives/*Curriculum Guides/Elementary Education/Grade 6/*Integrated Activities/Integrated Curriculum/Interpersonal Competence/**Language Arts**/*Learning Activities/**Mathematics**/Resource Materials/**Sciences**/Self Evaluation/**Social Studies**/Work Attitudes

The career education activities in the guide are intended to be integrated with the school curriculum at the sixth grade level. These activities are designed to help elementary children become more aware of the world of work and may be used selectively according to class needs and capabilities. A career education philosophy, how to use the guide, concepts to develop (grades K-6), and intermediate (grades 4-6) objectives are outlined. Sixth grade career education activities are organized as they relate to ten personal and world-of-work oriented objectives. Units are provided in the subject areas of art, language arts, math, science, and social studies. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes making murals, reading, riddles, record keeping, displays, building model plans, discussions, field trips, class reports, map making, singing songs, and describing jobs. Guidelines for resource people, field trips, and interviewing intermediate grades, and a suppliers' address list are appended. (Author/NH)

ED105070 95 CE002108

Career Education Classroom Activities: North Dakota, K-12: Elementary (Fifth).

North Dakota State Board for Vocational Education, Bismarck.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.: BR-0-361-0047

Grant No.: OEG-0-70-4752(361)

Publ. Date: 72 Note: 173 p.; For other elementary level guides from this project, see CE 002 107-110, CE 002 393-394, and CE 003 322-323; for secondary level guides see CE 003 324-328

EDRS Price MF-$0.76 HC-$8.24 Plus Postage.

Descriptors: **Art**/*Career Awareness/*Career Education/Class Activities/Course Objectives/*Curriculum Guides/Elementary Education/Grade 5/*Integrated Activities/Integrated Curriculum/Interpersonal Competence/**Language Arts**/*Learning Activities/**Mathematics/Music**/Resource Materials/**Sciences**/Self Evaluation/**Social Studies**/Work Attitudes

The career education activities in the guide are to be integrated with the school curriculum at the fifth grade level. These activities are designed to help elementary children become more aware of the world of work and may be used selectively according to class needs and capabilities. A career education philosophy, how to use the guide, concepts to develop (grades K-6), and intermediate (grades 4-6) objectives are outlined. Fifth grade career education activities are organized as they relate to seven personal and world-of-work oriented objectives. Units are provided in the subject areas of language arts, social studies, art, math, science, and music. Each unit is keyed to a broad objective, broken down by specific behavioral objectives for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes individual and group research, mapwork, comparing jobs, reading, discussions, field trips, chemistry experiments, filmstrips, and recordings. Guidelines for field trips, resource people, and interviewing intermediate grades are appended. (Author/NH)

ED105069 95 CE002107

Career Education Classroom Activities: North Dakota, K-12: Elementary (Fourth).

North Dakota State Board for Vocational Education, Bismarck.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.: BR-0-361-0047

Grant No.: OEG-0-70-4752(361)

Publ. Date: 72 Note: 123 p.; For other elementary level guides from this project, see CE 002 108-110, CE 002 393-394, and CE 003 322-323; for secondary level guides, see CE 003 324-328

EDRS Price MF-$0.76 HC-$5.70 Plus Postage.

Descriptors: **Art**/*Career Awareness/*Career Education/Class Activities/Course Objectives/*Curriculum Guides/Elementary Education/Grade 4/**Health Education**/*Integrated Activities/Integrated Curriculum/Interpersonal Competence/**Language Arts**/*Learning Activities/**Mathematics**/Resource Materials/**Sciences**/Self Evaluation/**Social Studies**/Work Attitudes

The career education activities in the guide are designed to be integrated with the school curriculum at the fourth grade level. They should be used selectively according to class needs and capabilities. A career education philosophy, how to use the guide, and intermediate (grades 4-6) objectives are outlined. Fourth grade career education activities have been organized as they relate to nine personal and world-of-work oriented objectives. Units provided are in the subject areas of general self-development, language arts, social studies, math, science, health, and art. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes puppet work, displays, discussions, filmstrips, writing and reading, game and role playing, drawing, and keeping a cash register. Guidelines for resource people and field trips, a suppliers' address list, and an interviewing guideline for intermediate grades are appended. (Author/NH)

ED102402 95 CE003131

Introduction to Career Awareness. Career-Centered Curriculum for Vocational Complexes in Mississippi.

Jones County School District, Laurel, Miss.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note: 371 p.; For related documents see CE 003 132-134; For the final report see ED 091 605

EDRS Price MF-$0.76 HC-$18.40 Plus Postage.

Descriptors: Bibliographies/*Career Awareness/*Career Education/*Curriculum Guides/Educational Objectives/*Elementary Education/**Health**/Instructional Materials/Integrated Curriculum/**Language Arts/Mathematics**/Occupational Information/Primary Education/Relevance (Education)/Resource Materials/Science Projects/**Sciences/Social Studies**/State Curriculum Guides/*Units of Study (Subject Fields)

The guide provides a career education curriculum for grades K-6, incorporating the career awareness concept into the ongoing curriculum. The first section, offering guidelines for grades 1-3, focuses on the family. These educational objectives form the organizational foundation for specific grade level instructional objectives, procedures and/or techniques, suggested materials, and evaluation methods. Section 2, offering guidelines for grades 4-6, is organized according to subject area rather than grade level and provides educational objectives for the areas of: health, language arts, mathematics, social studies, and science. Utilizing basic and supplementary textbooks, the guide correlates textbook content and resource materials with activities related to specific career paths. Illustrations and diagrams are provided where useful. The appendix offers 39 pages of science activities and projects, a 27-page bibliography of reference materials and teaching aids, and a 39-page elementary career resource material directory. (MW)

ED087917 95 CE001016

Music Kindergarten-Fifth Grade: Curriculum Guide.

Harlandale Independent School District, San Antonio, Texas. Career Education Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Publ. Date: 73 Note: 47 p.; See also CE 001 005-15, CE 001 017, CE 001 075-84

EDRS Price MF-$0.76 HC-$1.95 Plus Postage.

Descriptors: Audiovisual Aids/Career Education/*Curriculum Guides/*Elementary Grades/*Kindergarten/***Music**/***Music Education**/Objectives/Occupational Guidance/Teaching Methods

Identifiers: Career Awareness/*Texas

This curriculum guide for grades K-5 in music presents for each grade level the basic curriculum concept, curriculum performance objectives, suggested curriculum teaching methods, audiovisual and resource materials, performance objectives and concepts of both career awareness and character education. It is hoped that this type of curriculum design for the student will form a bridge between school and the world of work. A student learns about the subject of music while at the same time he gains awareness about possibilities of work in the field of music. (KP)

ED087916 95 CE001015

English, Math, Science, Social Studies. Curriculum Guides for the First Grade.

Harlandale Independent School District, San Antonio, Texas. Career Education Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Publ. Date: 73 Note: 133 p.; See also CE 001 005-14, CE 001 016-17, CE 001 075-84

EDRS Price MF-$0.76 HC-$6.97 Plus Postage.

Descriptors: Audiovisual Aids/*Career Education/Check Lists/*Curriculum Development/*Curriculum Guides/*Educational Objectives/**English**/*Grade 1/**Mathematics**/Personal Growth/**Sciences/Social Studies**/Teaching Methods

Identifiers: Career Awareness/Texas

The purpose of this curriculum guide is to help the first grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical

columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audiovisual and resource materials. The guide closes with a ten page section of audiovisual source information. (DS)

ED087915 95 CE001014

English, Math, Science, Social Studies. Curriculum Guides for Second Grade.

Harlandale Independent School District, San Antonio, Texas. Career Education Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Publ. Date: 73 Note: 180 p.; See also CE 001 005-13, CE 001 015-17, CE 001 075-84

EDRS Price MF-$0.76 HC-$9.51 Plus Postage.

Descriptors: Audiovisual Aids/*Career Education/Curriculum Development/*Curriculum Guides/*Educational Objectives/**English**/*Grade 2/**Mathematics**/Personal Growth/**Sciences/Social Studies**/Teaching Methods

Identifiers: Career Awareness/Texas

The purpose of this curriculum guide is to help the second grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audiovisual and resource materials. The guide closes with an eighteen-page section of visual aid examples and fourteen pages of audiovisual source information. (DS)

ED087914 95 CE001013

Language Arts, Math, Science, Social Studies. Curriculum Guides for the Third Grade.

Harlandale Independent School District, San Antonio, Texas. Career Education Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Publ. Date: 73 Note: 248 p.; See also CE 001 005-12, CE 001 014-17, CE 001 075-84

EDRS Price MF-$0.76 HC-$12.05 Plus Postage.

Descriptors: Audiovisual Aids/Career Education/*Curriculum Development/*Curriculum Guides/*Educational Objectives/**English**/*Grade 3/Instructional Aids/**Mathematics**/Personal Growth/**Sciences/Social Studies**/Teaching Methods

Identifiers: Career Awareness/Texas

The purpose of this curriculum guide is to help the third grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audiovisual and resource materials. The guide closes with 27 pages of teaching aids and 34 pages of audiovisual source information. (DS)

ED087913 95 CE001012

English, Math, Science, Social Studies. Curriculum Guides for the Fourth Grade.

Harlandale Independent School District, San Antonio, Texas. Career Education Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Publ. Date: 73 Note: 257 p.; See also CE 001 005-11, CE 001 013-17, CE 001 075-84

EDRS Price MF-$0.76 HC-$13.32 Plus Postage.

Descriptors: Audiovisual Aids/*Career Education/*Curriculum Development/*Curriculum Guides/*Educational Objectives/**English**/*Grade 4/Instructional Aids/**Mathematics**/Personal Growth/**Sciences/Social Studies**/Teaching Methods

Identifiers: Career Awareness/Texas

The purpose of this curriculum guide is to help the fourth grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audiovisual and resource materials. The guide closes with a 43-page section of instructional aids and 29 pages of audiovisual source information. (DS)

ED087912 95 CE001008

English, Math, Science, Social Studies. Curriculum Guides for Kindergarten.

Harlandale Independent School District, San Antonio, Texas. Career Education Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Publ. Date: 73 Note: 99 p.; See also CE 001 005-7, CE 001 009-17, CE 001 075-84

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: Audiovisual Aids/*Career Education/*Curriculum Development/*Curriculum Guides/*Educational Objectives/**English**/*Kindergarten/**Mathematics**/Personal Growth/**Sciences**/**Social Studies**/Teaching Methods

Identifiers: Career Awareness/Texas

The purpose of this curriculum guide is to help the kindergarten teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audiovisual and resource materials. Six pages of audiovisual source information comprise the appendix to the guide. (DS)

MIDDLE/JUNIOR HIGH SCHOOL

ED133469 08 CE009156

Career Education Activities for Subject Area Teachers. Grades 6 through 9.

Finn, Peter; Lawson, Jane

Abt Associates, Inc., Cambridge, Mass.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0129

Publ. Date: May 75 Note: 299p.; For related documents see CE 009 155-157

Available from: Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138 ($10.00, plus $1.50 shipping and handling)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors: **Art Education**/*Career Education/*Career Exploration/*Curriculum/Curriculum Guides/**English Curriculum**/Instructional Materials/Intermediate Grades/Junior High Schools/**Language Arts**/*Learning Activities/*Occupational Information/**Physical Education**/Resource Materials/**Science Instruction**/Simulation/Skill Development/**Social Studies**/Unit Plan/Units of Study (Subject Fields)

Designed as a resource book which can be used to supplement the regular curriculum by integrating one or more career education activities into regularly taught courses, this volume for grades 6 through 9 is one of a series of three manuals, one each for the elementary (grades 1-6), junior high (grades 6-9), and senior high (grades 9-12) levels. It is divided into three sections, Introduction, Activities and Instructions, and Resources. The Introduction describes how to use the manual and briefly discusses the goals of career education. Activities and Instruction, covering the majority of the document, presents career education activities for each of eight subject areas: Social studies (10 activities), art (2 activities), health (4 activities), foreign languages (2 activities), English (10 activities), mathematics (10 activities), science (10 activities), and physical education (2 activities). Each subject area includes an activities summary, introduction, sample week's lesson plans, cross reference, and a student activities section, which is prefaced by teaching prerequisites and objectives. (The cross reference identifies by number activities which treat particular occupational issues and jobs and activities which reinforce specific subject area topics and skills.) The Resource section, under separate headings, discusses the following three aspects of career education which should be considered in order to implement the activities most productively: Teacher objectivity in career education, liaison with the community, and effective teaching methods for career education. (TA)

ED131289 95 CE008894

Language Arts Curriculum Guide: Grades Seven-Twelve.

South Portland School Dept., Maine.

Sponsoring Agency: Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Report No.: VT-103-226

Publ. Date: Jun 76 Note: 237p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors: *Career Education/Course Descriptions/*Curriculum Development/Curriculum Guides/***English Curriculum/English Education**/Grade 9/High School Curriculum/***Language Arts**/*Learning Activities/Secondary Education/Teacher Developed Materials/Units of Study (Subject Fields)/Vocational Development

Identifiers: Maine (South Portland)

This language arts curriculum guide for Grades 7-12 was developed by teachers as part of a 3-year career education project in South Portland, Maine. The process involved in revision of the English curriculum is described, and the sequential phases of the program for the junior high grades are given along with the goals for the career development design. The learning activities for the junior high level are presented for several of the U.S. Office of Education (USOE) occupational clusters with topic overview, objectives, resources, activities, and evaluation. Several outlines are presented for career units for Grade 9. Course descriptions for 35 high school English courses provide a statement of objectives, materials required, and course outline. (NJ)

ED131210 08 CE007892

Career Education: Learning with a Purpose, Junior High/Secondary Guide.

State Fair Community Coll., Sedalia, Mo.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 76 Note: 271p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC-Not Available from EDRS.

Descriptors: **Business Education**/Career Awareness/*Career Education/Curriculum Guides/**English Curriculum**/*High School Curriculum/**Home Economics Education**/Instructional Materials/Junior High Schools/*Learning Activities/Mass Media/**Mathematics Curriculum/Music Education**/Resource Materials/**Science Units**/Secondary Education/**Social Studies Units**/Student Projects/*Units of Study (Subject Fields)

Identifiers: *Career Education Project

Designed to supplement the existing curriculum at the junior high (grades 7-9) and secondary (grades 10-12) levels, this curriculum guide contains curriculum units to be used as models for fusing career education into the following areas: English, mathematics, science, and social studies (junior high); business, communications, French, home economics, mathematics, music, science, and social studies (secondary). Each teacher-developed unit is presented under the headings of objectives, procedures, resources and materials, evaluation, and comments on use. A listing of field trip sites and guest speakers for the Sedalia, Missouri area is appended. (TA)

ED130130 CE008693

Exploration of Health Careers, Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Publ. Date: 76 Note: 82p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors: Career Awareness/Career Education/*Career Exploration/Career Planning/*Core Courses/Course Content/Course Objectives/Curriculum Guides/Employment Qualifications/*Health Occupations/**Health Occupations Education**/Health Services/High School Curriculum/*Learning Activities/Occupational Information/Paramedical Occupations/Secondary Education/Vocational Education

This curriculum guide provides an introductory course for secondary students interested in health careers. The instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster. The course objectives are to: (1) Identify jobs and job opportunities in the health service industry, (2) assess self in relation to job requirements for various occupations within the health field, (3) perform some elemental tasks associated with various occupations in the health service industry, and (4) set personal goals within the field of health and discern the schooling necessary to reach those goals. Seven instructional units are included: Unit 1—Orientation; Unit 2—Health Care Systems and Components; Unit 3—You, the Health Care Worker; Unit 4—Planning Your Health Career; Unit 5—Becoming a Patient; Unit 6—The Patient from Admission to Discharge; and Unit 7—The Patient is Discharged. Each of these units contains student objectives, content, and suggested activities. The appendix contains a bibliography, a listing of audio-visuals (films and filmstrips), a listing of black contributors to health, and a listing of health careers at the entry, intermediate, college graduate, and graduate education levels. Suggestions for field trips are also appended. (HD)

ED128577 CE007577

Introduction to Office Occupations.

Troutman, Carol M.; Springle, Donald C.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Publ. Date: Aug 74 Note: 32p.

Available from: Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, N.J. 08903 ($1.50).

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors: Business Skills/*Career Awareness/Career Education/***Clerical Occupations**/Clerical Workers/Instructional Materials/*Occupational Information/*Office Occupations/***Office Occupations Education**/Secondary Education/Vocational Education/Workbooks

A workbook, designed to introduce students to office occupations, this manual provides general information about office-clerical positions and outlines the education and training necessary to enter the field. Part One, "What Are Office Occupations?" contains chapters on the careers of typist, file clerk, payroll clerk, stock clerk, office machine operator, salesclerk, cashier, shipping and receiving, and mail clerk and messenger. Part Two, "What Does It Take To Be An Office-Clerical Worker?" includes chapters on education and training needed, personal qualities needed, where the jobs are, and wages and benefits. A student activities section at the end of each chapter provides various types of objective and short answer exercises on the chapter material. A 3-page quiz on the whole book is also included. (HD)

ED127440 CE007588

Exploration of Retailing Careers.

Wilkie, Barbara J.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Publ. Date: 74 Note: 395p ; For related documents see CE 007 586, 587, and 589.

Available from: Florida Department of Education, D/D Section, Division of Vocational Education, Knott Building, Tallahassee, FL 32304 (In-state $6.56, Out-of-state $12.73)

EDRS Price MF-$0.83 Plus Postage. HC-Not Available from EDRS.

Descriptors: Career Awareness/Career Education/*Career Exploration/Career Opportunities/Careers/Classroom Materials/Courses/Curriculum/Curriculum Guides/***Distributive Education**/Junior High School/Learning Activities/***Marketing**/Prevocational Education/***Retailing**/Secondary Education/Teacher Guides/Vocational Education

Designed as a semester unit of instruction at the middle or junior high school level in the exploration of retailing careers, this distributive education curriculum guide is divided into two sections: The Teacher's Guide and Student Materials. One of the elective courses intended as a followup to "Orientation to Marketing Careers," it provides the student with an opportunity to experience the tasks performed by retailers through "hands-on activity" projects making him aware of the broad field of marketing activities and the careers available to him within various retail businesses. The Teacher's Guide has nine units: (1) Rapping About Retailing, (2) Buying the Merchandise, (3) Shipping and Receiving, (4) Sales Promotion, (5) Personal Selling, (6) Customer Services, (7) Credit and Control, (8) Management, and (9) Special Activities which may be used throughout the course. These units are separated into three areas: (1) Unit Overview, which includes a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources, (2) Evaluation Keys, and (3) Learning Activities, which contain group and individual learning activities for each performance objective and special media applicable to each objective and its set of learning activities. The Student Materials section is composed of (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources (Audio-Visuals, Resource Publications, Commercial Games, and Resource Organizations and Agencies). (HD)

ED126228 CE005683

The Language of Writing in a Communication Skills Series: Skills for Leisure, Careers, and Self-Development.

Lindstrom, Phyllis; And Others

Robbinsdale Independent School District 281, Minn.

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Publ. Date: June 73 Note: 335p.; Some exhibits may not be legible due to poor print quality of original.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors: Activity Learning/*Career Education/Communication Skills/*Composition Skills (Literary)/*Curriculum Guides/Discovery Learning/**English Curriculum**/English Instruction/*Instructional Materials/Integrated Curriculum/Job Skills/**Language Arts**/Learning Activities/Low Achievers/*Noncollege Preparatory Students/Secondary Education/Self Expression/**Spelling Instruction**/Vocabulary Development/Worksheets/**Writing**/Writing Exercises/*Writing Skills

The English curriculum comprising the document was written specifically for students deficient in composition by a team of English teachers from a Minnesota high school, in response to the expressed needs of their colleagues in the Robbinsdale area. The content is fitted into a career-related schema, ungraded and experience-based. For example, in one of the curriculum's series of open-ended exercises, students interview employed acquaintances to determine what communication skills their work requires, gather samples of actual job-related written communications, and evaluate them. The book is divided into five sections: (1) revealing oneself through language, (2) situational factors (audience, purpose, occasion), (3) organizing the message, (4) forming the message, and (5) mechanics. Each of the first four sections contains statements of basic assumptions and objectives, several sequential, self-directed learning activities related to the topic, and several supplementary teacher-directed activities. The fifth section, comprising more than one-third of the book, contains 12 Skillpacs, which are series of worksheets designed to teach spelling and vocabulary and to aid students while they are learning the processes of organizing and forming messages. Pretests, post-tests, and teachers' guides are included. All the sections are color-coded. (AJ)

ED124718 CE007325

Exploring Fashion Design.

Arata, Barbara

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.: VT-102-817

Publ. Date: Mar 76 Note: 103p.

Available from: Vocational-Technical Curriculum Laboratory, Rutgers—The State University, Building 4103—Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number NT-196, $2.50)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage

Descriptors: Career Education/*Career Exploration/***Clothing Design**/***Clothing Instruction**/*Curriculum Guides/Grade 9/Grade 10/**Home Economics Education**/Manuals/***Needle Trades**/Seamstresses/Secondary Education/Sewing Machine Operators

Identifiers: Apparel Industry

The purpose of the curriculum guide is to introduce the exploratory student to the fundamental skills and knowledge necessary for employment in the garment industry, from factory to design room. It was developed for a six or seven-week exploratory program for ninth or tenth grade students. The manual provides an introduction to the different areas that comprise fashion design. The units of the guide are: (1) introduction to textiles, (2) preparation of fabrics, (3) cutting and pressing, (4) the power sewing machine, (5) the single-needle lockstitch machine, (6) machine operation, (7) things to make, (8) measurements, (9) using a commercial pattern, (10) designing, and (11) sketching. Each lesson format includes a student objective, detailed information, and assignments. Pictures and diagrams illustrate the lessons. Included in the guide is a list of job opportunities in the garment industry with brief descriptions. (Author, NJ)

ED120349 CE005685

Career Related Math Units, Teacher's Edition.

Michalicek, Richard; And Others

Robbinsdale Independent School District 281, Minn.

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Publ. Date: Nov 71 Note: 448p.; For related document, see CE 005 684.

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

Descriptors: *Career Education/Career Exploration/Career Opportunities/**Home Management**/*Individualized Instruction/*Instructional Materials/Job Skills/Learning Activities/Mathematics Curriculum/**Mathematics Education**/Mathematics Instruction/*Mathematics Materials/Noncollege Preparatory Students/Occupational Information/Secondary Education/*Secondary School Mathematics/Simulation/Units of Study (Subject Fields)/Worksheets

Individualized units of math instruction related to each of several occupations in 14 occupational clusters comprise the high school career-related math curriculum. An introductory booklet provides students with general information on the clusters; when students have selected an occupation that interests them, they take the packet of instructional materials for that occupation, complete the pretest, and, in conference with the teacher, decide whether to continue the unit or to concentrate first on any math skills in which the pretest has revealed a deficiency. Each instructional unit relates information about a career and about home management in a personalized narrative, which contains problems requiring specific math skills. The materials include facsimiles of forms used by persons employed in the occupation; the authors recommend supplementing these with actual source materials. Contained in the document are the students' introductory booklet, the kits of instructional materials, pretests and posttests, answer keys, a student record sheet, and recommendations for teachers on procedures. The materials were prepared by a team of Minnesota math teachers and a work experience coordinator, after their students identified the jobs in which they were most interested. The units present fictional persons pursuing occupations which follow traditional sex-role expectations. (Author/AJ)

ED120348 CE005684

Career Related Science Units. Teacher Edition.

Zupfer, John; And Others

Roseville Area School District 623, Minn.

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Publ. Date: Jul 73 Note: 395p.; For related documents, see CE 005 685

EDRS Price MF-$0.83 HC-$20.75 Plus Postage

Descriptors: Career Awareness/*Career Education/Career Exploration/Career Opportunities/Demonstration Projects/Elementary Education/Elementary School Science/*Individualized Instruction/*Instructional Materials/Junior High Schools/*Learning Activities/Occupational Information/Problem Solving/Science Activities/Science Careers/***Science Curriculum**/Science Education/Secondary Education/Secondary School Science/Worksheets

The document is comprised of 91 career-related science modules for junior high school students, indexed by the learning activity's title and cross-referenced by occupation. The modules are intended for use in an individualized science program, either as an ongoing curriculum supplement or as a discrete unit. Integrated with the presentation of scientific theory, knowledge, and skills are information on applications in work settings and on employment opportunities in science and other fields. Problem-solving and science learnings relevant to students' practical, daily needs are emphasized. The module format, an illustrated worksheet, includes: title, cluster, occupation, prerequisites, objectives, equipment, procedure, data and results, evaluation, and teacher supplement. Most of the modules were designed to be completed during a 50-minute period, with equipment which can be stored in a small container. An introduction orients the science teacher to career education concepts and objectives, relates the goals and objectives of the career-science program, and specifies the science processes and skills which are developed in the modules. Alternative methods for using the modules are suggested, and a student introduction is provided. The modules are heavily biased toward traditional sex roles; no racial minorities are pictured in the illustrations. (Author/AJ)

ED120340 95 CE005189

Career Education Math: Units for Career Exploration in Sixth, Seventh or Eighth Grade.

Robinson, Mary

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 74 Note: 154p.; Page 34 will reproduce poorly; For related documents, see CE 005 188-191

Available from: Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth, Stillwater, Oklahoma 74074 ($3.25)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors: *Career Education/*Career Exploration/**Computer Science Education**/Course Content/Educational Objectives/Hospital Personnel/*Instructional Materials/Integrated Curriculum/Intermediate Grades/Junior High Schools/Learning Activities/***Mathematics Education**/Mathematics Materials/**Metric System**/Occupational Clusters/Statistics/*Teaching Guides/Transportation/Unit Plan

The guide, designed for sixth, seventh, or eighth grade teachers and students, presents five mathematics instructional units for career exploration related to the occupational clusters transportation, communication, manufacturing, health, and business and office occupations. The units deal specifically with: shippers of household goods, the computer, metric measure, and hospital workers. Each unit is based on behavioral objectives which are stated as terminal objectives, dealing with the subject matter to be covered, and as specific objectives, dealing with the student performance necessary to reach the terminal objective. The other components of each unit are: list of suggested activities for instructor and student, reference list, information sheets outlining the content of the unit and a brief description of jobs related to the unit, assignment sheets pro specific written activities, job sheets providing creative projects, answers to assignment sheets, a unit test, and answers to the test. Some units also contain transparency masters. Instructions for using the guide and forms and guidelines for field trips, interviews, and resource people are included. (MS)

ED118825 95 CE006365

Career Education: Learning with a Purpose, Junior High 7-9. Vol. 4. Mathematics, Science, Field Trip Sites and Guest Speakers.

State Fair Community Coll., Sedalia, Mo.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 75 Note: 168p.; For related documents, see ED 102 328-331; For volumes 1-3, see CE 006 362-364; For the secondary level component, see ED 117 428-432

EDRS Price MF-$0.83 HC-$8.69 Plus Postage

Descriptors: Career Awareness/*Career Education/Curriculum Development/*Curriculum Guides/Integrated Curriculum/*Junior High Schools/Learning Activities/***Mathematics**/Resource Guides/***Sciences**/Teacher Developed Materials/Teaching Procedures/Unit Plan/Units of Study (Subject Fields)

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and, through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and procedures are presented for the following two subject areas and their related units: mathematics (general business, geometry, metrics, fine arts and humanities, graphic arts, consumer and homemaking education, business and office education, forestry, hotel and motel management, personal service occupations, marketing and distribution careers, and environmental careers) and science (work and machines, general science, meteorology, geology, astrology, botany, ecology, and biochemistry). Objectives, teaching procedures, and resource materials are presented for each unit. A 14-page list of suggested local field trip sites and guest speakers is included. (BP)

ED118824 95 CE006364

Career Education: Learning with a Purpose, Junior High 7-9. Vol. 3. Manufacturing/Mathematics, Manufacturing/Social Studies, Manufacturing/Science, Manufacturing/General, Field Trip Sites and Guest Speakers.

State Fair Community Coll., Sedalia, Mo.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 75 Note: 201p.; For related documents, see ED 102 328-331; For volumes 1-2 and 4, see CE 006 362-365; For the secondary level component, see ED 117 428-432

EDRS Price MF-$0.83 HC-$11.37 Plus Postage

Descriptors: *Career Education/Curriculum Development/*Curriculum Guides/Field Trips/*Integrated Curriculum/*Junior High Schools/Learning Activities/*Manufacturing Industry/**Mathematics/Sciences/Social Studies**/Teacher Developed Materials/Teaching Procedures/Unit Plan/Units of Study (Subject Fields)

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and, through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and ideas are presented for the manufacturing area with related units on mathematics, social studies, science, and general applications. The units provide activities related to manufacturing; office management; advertising; and the baking, motor vehicle, apparel, and paper industries. Various units provide prefield trip and postfield trip information and activities. Objectives, teaching procedures, and resource materials are presented for each unit. The document concludes with a discussion of field trips and resource persons and provides a 12-page list of local field trip sites and guest speakers. (BP)

ED118822 95 CE006362

Career Education: Learning with a Purpose. Junior High 7-9. Vol. 1. English, Home Economics, Social Studies, Industrial Arts, Field Trip Sites and Guest Speakers.

State Fair Community Coll., Sedalia, Mo.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 75 Note: 244p.; For related documents, see ED 102 328-331; For volumes 2-4, see CE 006 363-365; For the secondary level components, see ED 117 428-432.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage

Descriptors: Career Awareness/*Career Education/Curriculum Development/Curriculum Guides/***English/*Home Economics/*Industrial Arts**/Integrated Curriculum/Junior High Schools/Learning Activities/Resource Guides/***Social Studies**/Teacher Developed Materials/Teaching Procedures/Unit Plan/Units of Study (Subject Fields)

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and ideas are presented for the following four subject areas and their related units: English (93 pages), home economics (42 pages), social studies (74 pages), and industrial arts (18 pages). Objectives, teaching procedures, and resources and materials are presented for each unit. A 14-page list of suggested local field trip sites and guest speakers is included. (BP)

ED118737 95 CE005191

Career Education Social Studies: Units for Career Exploration in Sixth, Seventh or Eighth Grade.

Robinson, Mary

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 74 Note: 135p.; For related document, see CE 005 188

Available from: Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth, Stillwater, Oklahoma 74074 ($3.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors: *Career Education/*Career Exploration/Course Content/Educational Objectives/*Instructional Materials/Integrated Curriculum/Intermediate Grades/Junior High Schools/Learning Activities/**Management/Manufacturing**/Mass Media/Occupational Clusters/**Public Health**/Site Selection/***Social Studies**/Social Studies Units/*Teaching Guides/Transportation/Unit Plan

The guide, designed for sixth, seventh, or eighth grade teachers and students presents five social studies instructional units for career exploration related to the occupational clusters transportation, communication, manufacturing, health, and business and office occupations. The units deal specifically with: land transportation as a social problem, communication media, locating a manufacturing facility, the public health official, and a career in management. Each unit is based on behavioral objectives which are stated as terminal objectives, dealing with the subject matter to be covered, and as specific objectives, dealing with the student performance necessary to reach the terminal objective. The other components of each unit are: list of suggested activities for instructor and student, reference list, information sheets outlining the content of the unit and a brief description of jobs related to the unit, assignment sheets providing specific written activities and creative projects, answers to assignment sheets, a unit test, and answers to the test. Some units also contain transparency masters or student hand-out sheets. Instructions for using the guide and forms and guidelines for field trips, interviews, and resource people are included. (MS)

ED114705# 95 CE005787

Mathematics and Related Careers.

The Ohio State University, Columbus. The Center for Vocational Education.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: VT-102-255
Publ. Date: 74 Note: 35p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C28, $3.00)
Document Not Available from EDRS
Descriptors: *Career Education/Career Planning/Cost Indexes/Grade 9/Grade 10/Integrated Curriculum/*Learning Activities/***Mathematics/Property Taxes**/Resource Materials/*Secondary Education/Self Evaluation/*Teaching Guides/Teaching Procedures

The learning experiences in the teacher's guide help students at the secondary level to develop and reinforce mathematical skills and to become familiar with a wide range of occupations. Each student is encouraged to assess personal attributes, including competencies in mathematics, to establish tentative occupational goals, and to meet some guidelines for high school curriculum planning. The topics covered include property taxation and price indexes. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestion for evaluation-summary activities. Activity-coordinated resource materials are included. (Author/NJ)

ED114704# 95 CE005786
Career Exploration through Mathematics.
The Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: VT-102-254
Publ. Date: 74 Note: 199p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C27, $11.00)
Document Not Available from EDRS
Descriptors: Career Choice/*Career Education/Career Exploration/Educational Planning/Grade 8/Grade 9/Grade 10/Information Utllization/Integrated Curriculum/*Learning Activities/***Mathematics**/Occupational Guidance/Resource Materials/*Secondary Education/*Teaching Guides/Teaching Procedures/Vocational Aptitude

The learning experiences in the teacher's guide help students at the secondary level to develop and reinforce mathematical skills and to become familiar with a wide range of occupations. Each student is encouraged to assess personal attributes, including competencies in mathematics, to establish tentative occupational goals, and to set some guidelines for high school curriculum planning. The topics covered include: occupational information; personal attributes affecting occupational choice; whole numbers; fractions; ratios and percents; perimeter, area, and volume determination; and planning a tentative course of study. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials and worksheets are included. (Author/NJ)

ED114694# 95 CE005776
Understanding Self.
The Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: VT-102-244
Publ. Date: 74 Note: 77p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C15, $5.50)
Document Not Available from EDRS
Descriptors: Career Education/*Career Exploration/Communication (Thought Transfer)/Decision Making/*Grade 9/**Group Guidance**/Integrated Curriculum/Learning Activities/Resource Materials/Secondary Education/*Self Concept/*Self Evaluation/*Teaching Guides/Teaching Procedures

The learning experiences in the teacher's guide focus on helping students at the ninth grade level develop understanding of themselves as individuals and recognition that others may not perceive them as they see themselves. The materials are best utilized in a group guidance setting. Each student is encouraged to look at himself, to examine his feelings realistically and explore his self-image, and then to try to look at others in the same manner. These concepts are then related to occupational exploration and tentative occupational decisions. The learning experiences give students the opportunity to focus on individual goals and values and then tie together all that they have discovered to form the fullest possible picture of themselves. Career education elements emphasized in the guide are self-awareness, career awareness, and decision making. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Resource materials include worksheets, evaluation sheets, and transparency masters. (Author/NJ)

ED114693# 95 CE005775
Communication and You.
The Ohio State University, Columbus. The Center for Vocational Education.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: VT-102-243
Publ. Date: 75 Note: 100p.; For related documents, see CE 005 772-800
Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C29, $7.00)
Document Not Available from EDRS
Descriptors: Attitudes/*Career Education/*Communication (Thought Transfer)/Communication Skills/*Grade 7/Integrated Curriculum/*Interpersonal Relationship/**Language Arts**/Learning Activities/Resource Materials/Self Concept/Social Adjustment/*Teaching Guides/Teaching Procedures
Helping students to recognize and understand their own attitudes and the attitudes and feelings of others, with special emphasis on how those feelings are communicated and dealt with is the purpose of the teacher's guide. Grade 7 students, in decoding each other's messages and discussing attitudes and feelings, discover the complexities of communication. They practice communication skills in role-playing situations and develop adjustment skills needed when interpersonal differences must be resolved. Some of the topics covered include communication symbols, language, the communication process, attitudes, adjustment skills, and identifying interrelationships. The subject area for which the materials in the guide have potential is language. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Resource materials such as posters, worksheets, transparency masters, and games accompany many of the learning activities. (Author/NJ)

ED114679 95 CE005761
Job Opportunities and Youth. Vol. 2.
Altig, Duane; And Others
Parkrose Public Schools, Portland, Ore.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.: VT-102-207 Bureau No.: V357016
Contract No.: OEC-0-73-6370
Publ. Date: 72 Note: 171p.; For related document, see CE 005 760
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors: Career Education/*Career Exploration/Demonstration Projects/Developmental Programs/**Economic Education**/*Employment Opportunities/Employment Trends/*Grade 9/*Instructional Materials/Integrated Curriculum/Labor Market/Secondary Education/**Social Studies**/Vocational Education/*Youth Opportunities
Identifiers: Oregon (Portland)
The document presents student materials which were developed to be used to integrate career exploration into the social studies curriculum in the Parkrose (Oregon) school system. Topics of the units are: world of work, world of economics, occupations and employment trends, technology and change, the job, manpower market, the student, nature of work, skills and the economic value of education, and decision making and planning. Each lesson includes discussion questions and concludes with a lesson summary. (LJ)

ED114678 95 CE005760
Job Opportunities and Youth. Vol. 1.
Altig, Duane; And Others
Parkrose Public Schools, Portland, Ore.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.: VT-102-206 Bureau No.: V357016
Contract No.: OEC-0-73-6370
Publ. Date: 72 Note: 136p.; For related documents, see CE 005 761
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors: Career Education/*Career Exploration/Curriculum Guides/Demonstration Projects/Developmental Programs/*Employment Opportunities/*Grade 9/Instructional Materials/Integrated Curriculum/*Job Application/Records (Forms)/Secondary Education/**Social Studies**/Vocational Education/*Youth Opportunities
Identifiers: Oregon (Portland)
The document presents curriculum materials for integrating career exploration activities into grade 9 social studies units. The plan and calendar for implementing career exploration activities in the Parkrose (Oregon) public schools are presented first. Materials for the 11-week program are then presented by week. Some of the topics include how to prepare for an interview and how to look for a job. Also included in this document are the project proposal and evaluation information for the exemplary project. (LJ)

ED113564# CE005315

The Career Plan Process. A Curriculum Model for Orientation to the Industrial Related Occupations for Grades Nine and Ten.

Southern Illinois Univ., Carbondale. Dept. of Occupational Education.

Sponsoring Agency: Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.

Publ. Date: 73 Note: 141p.; The document is not paginated

Available from: Division of Vocational and Technical Education, Superintendent of Public Instruction, Springfield, Illinois

Document Not Available from EDRS

Descriptors: Career Education/*Career Exploration/*Career Planning/*Curriculum Development/Curriculum Research/Grade 9/Grade 10/***Industrial Arts**/Industrial Education/*Instructional Materials/Models/Occupational Information/Process Education/Program Descriptions/Secondary Education/Self Concept/Teaching Guides

Identifiers: *Career Orientation

The document reports that the culmination of the industrial cluster's 12-month research grant was the career plan process model. The process oriented model is a vehicle to facilitate occupational orientation and exploration and consists of a self-directed exploration of a wide range of industrial occupations. The document presents information about the project, including program narrative, time table, participants, and resource persons and includes a varied collection of materials produced by or used in the developmental program. Evaluative data and the research base are also presented. The materials development section begins with a career planning guide for industrial related occupations at the grade 9 level. (LJ)

ED112143 95 CE004933

Pre Vocational Interdisciplinary Education: Consumer and Homemaking, Industrial Arts, Mathematics. 8th Grade.

Devils Lake Public School District 1, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Publ. Date: 75 Note: 65p.; Pages 53 and 55 have been removed because they were copyrighted.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Career Education/*Career Exploration/**Consumer Education**/Curriculum Guides/Grade 8/***Home Economics Education/*Industrial Arts**/Interdisciplinary Approach/*Learning Activities/**Mathematics Instruction**/Prevocational Education/Secondary Education/Unit Plan

The guideline presents two 12-week courses involving an interdisciplinary, partly coeducational, prevocational career exploration program in consumer and homemaking and industrial arts at the eighth grade level, and also a supplementary mathematics program. It is designed to give students an opportunity to explore occupations for themselves and to appreciate the occupations of people in both fields. The first part outlines a 12-week course in Home Economics and suggests activities in the following consumer and homemaking areas: food service careers, child care, clothing and consumer education, housing, employability, and self development. Each activity includes: purpose, objective, activities, materials, and evaluation. The 12-week Industrial Arts course is intended to instill in the student an attitude and understanding toward tools, processes, techniques, and organization within the construction cluster. Activities in the following areas are described: safety, draftsman, employee-employer relationships, surveyor, heavy equipment, electrician, plumber, bricklaying and masonry, tools and equipment, and construction. Each suggestion includes purpose, procedure, and activities. The math program is designed to acquaint students with the uses of mathematics in all aspects of life using examples from home economics, construction, and family budgeting. (Author/EC)

ED112081 95 CE004847

BO-CEC Social Studies Resource Guide; Grades 7-9.

Colorado State University, Ft. Collins. Dept. of Vocational Education.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Publ. Date: 75 Note: 329p.; Some illustrations may not reproduce due to smallness of type; For related documents, see CE 004 842-846

EDRS Price MF-$0.76 HC-$17.13 Plus Postage

Descriptors: American Government (Course)/**American History/*Business Education/***Career Education/Career Exploration/Class Activities/Curriculum Enrichment/*Curriculum Guides/**Geography**/Grade 7/Grade 8/Grade 9/Learning Activities/**Office Occupations Education**/*Secondary Education/Simulation/***Social Studies**/Social Studies Units/Teaching Guides/Unit Plan

Identifiers: Business and Office Career Education Curriculum/Project BO CEC

The purpose of the six units in the seventh-ninth grade curriculum guide is to supplement, enrich, and reinforce the usual classroom instruction in social studies while introducing information about careers. The activities are

intended as enrichment to reinforce a regular social studies unit. The units are vehicles for the infusion of occupational information into the general academic studies of geography, American history, and American government. They emphasize the practical applications of skills in these areas by providing students with information about business and office occupations in a variety of industry settings. One 14-section unit is designated geography; two units, history; and two units, government; each of them, however, develops multiple skills and concepts and could, therefore, be used in any social studies class. The first one or two pages of each unit give the purpose, briefly describe the major activities, and suggest teaching procedures. A general information sheet provides teachers with background information on the occupation described in the unit. Teacher's keys provide answers to unit activities, except where students are asked to express their opinions. Student materials for major activities are provided. (Author/AJ)

ED112080 95 CE004846

BO-CEC English Resource Guide; Grades 7-9.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-0-73-5230

Publ. Date: 75 Note: 360p.; Some illustrative materials may not reproduce due to smallness of type; For related documents, see CE 004 842-847

EDRS Price MF-$0.76 HC-$18.40 Plus Postage

Descriptors: ***Business Education/*Business English/***Career Education/Career Exploration/Class Activities/Curriculum Enrichment/*Curriculum Guides/***English**/English Instruction/Grade 7/Grade 8/Grade 9/Instructional Materials/Learning Activities/**Office Occupations Education**/Secondary Education/Simulation/Teaching Guides/Unit Plan

Identifiers: Business and Office Career Education Curriculum/Project BO CEC

The 20 resource English units which comprise the guide for grades seven-nine are designed to supplement, rather than replace, regular instructional materials and are intended for use as enrichment materials to use as reinforcement exercises after regular English units have been taught. The purpose of the guide is to give students a chance to explore various business and office occupations while gaining insight into how and why a knowledge of English is important in everyday work life. The units may be adapted to fit special objectives. The first 12 units deal with grammar and the mechanics of writing, letter writing, the preparing outgoing mail; in all but one, the major activity is a job simulation requiring students to apply their knowledge of the English topic with which the unit deals. Four oral language units each contain two major activities and, as in the first 12, each unit contains a teacher's key, a background information sheet on the occupation, optional activities suggestions, and student worksheets. The remaining four units contains articles from newspapers or periodicals and related discussion questions which cover both literary concepts and career information. (Author/AJ)

ED112079 95 CE004845

BO-CEC Math Resource Guide; Grades 7-9.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-73-5230

Publ. Date: 75 Note: 296p.; Some illustrations may not reproduce due to the smallness of the type; For related documents, see CE 004 842-847

EDRS Price MF-$0.76 HC-$14.59 Plus Postage

Descriptors: ***Business Education**/*Career Education/Career Exploration/Class Activities/Curriculum Enrichment/*Curriculum Guides/Grade 7/Grade 8/Grade 9/Instructional Materials/Learning Activities/**Mathematics**/*Mathematics Instruction/Mathematics Materials/**Office Occupations Education**/Secondary Education/*Secondary School Mathematics/Simulation/Teaching Guides/Unit Plan

Identifiers: Business and Office Career Education Curriculum/Project BO CEC

The purpose of the units in the guide is to supplement, enrich, and reinforce the usual classroom instruction in seventh through ninth grade mathematics, and at the same time, introduce career education. The 14 resource units are not designed to be the primary teaching device for the math topics with which they deal. Each unit emphasizes an occupational setting (such as communications, industry, public services organizations, transportation industry, etc.) and a specific occupation within that setting. The purpose is to give students a chance to explore various business and office occupations while gaining insight into how and why a knowledge of mathematics is important in everyday work life. The resource units may be adapted to fit an individual school's special objectives; the units have been designed so that activities may be added or deleted. The first one or two pages of each unit gives the purpose, briefly describes the major activities, and suggests procedures. A general information sheet provides teachers with background information about the occupation described in the unit. Teacher's keys provide answers to a simulation activity and provide suggestions for related discussions. The student materials for the major activities are located at the end of each unit. (Author/AJ)

ED111983 CE004726

Then and Now: Seventh or Eighth Grade.

Armenta, Richard; And Others

Arizona State Department of Education, Phoenix.

Publ. Date: 75 Note: 219p.; For related documents, see CE 004 714-727

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors: *Career Education/Classroom Materials/Course Content/Cultural Background/**Cultural Education/Economic Education**/Grade 7/Grade 8/Junior High Schools/Learning Activities/*Lesson Plans/Resource Materials/***Social Studies**/*Teaching Guides/Teaching Methods

The instructional unit, field-tested in Arizona, is intended to become an integral part of a total K-12 career education curriculum. Six lessons are designed to assist learners in understanding how present experiences relate to past and future ones by comparing the cultures of Europeans in New England, and of Spanish soldiers and Indians in the Southwest, in the 1600's, with contemporary American culture. Dependency on products and interdependency among workers are emphasized. The lessons are broken down into several parts; before the main body of the lesson is described, key items are presented: the concepts, estimated lesson-time, the vocabulary, required resources, and instructor-preparation tasks. Instructor procedures are presented in three sections: the introduction, which provides continuity within the unit; the tasks, which provides a detailed description of the content and activities used to deliver the specified outcomes; and the summary, which provides closure and a culminating activity. Many instructional resources, designed to require minimal operation time, are included in the lessons. The unit contains several types of instructional strategies: demonstration, discussion, and questioning. Instructor guides for these strategies are appended, with specific references given in the lessons. Supplemental reading material is also appended. (Author/AJ)

ED107855 CE003957

Career Education: Junior High.

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Publ. Date: 74 Note: 158p.; For related documents, see CE 003 950-6 and CE 003 958

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: *Career Awareness/Career Choice/*Career Education/**Commercial Art**/*Curriculum Guides/Foreign Countries/**Industrial Arts**/Instructional Materials/Integrated Curriculum/Junior High Schools/**Language Arts**/*Learning Activities/**Mathematics Materials/Printing**/Resource Materials/**Science Materials**/***Social Studies Units**/Unit Plan

Identifiers: Peoples Republic of China

The eighth in a series of nine career education guides contains six unit plans for grade 7-9. In general each unit presents goals, objectives, measuring devices, activities, instructional materials or resources, careers appropriate to the unit, a multimedia bibliography, and a unit evaluation form for teachers. Part one is a science unit which deals with careers related to nuclear energy. Part two is a mathematics unit which covers probability and statistics for everyday living, and their relationship to various career clusters. Part three is a language arts and communication unit which deals with advertising. Part four is social studies unit which covers career motives. Part five is a life and career arts unit on printing which contains the following mini-course packets: relief printing on paper and fabrics, ceramics printing, imprinted foods, tie-dyeing, and industrial and graphic arts. Part six is a social studies unit on the People's Republic of China. (JR)

ED107825 CE003926

Career Activities in Mathematics: Grades 7, 8, 9.

Boise City Independent School District, Idaho.

Sponsoring Agency: Idaho State Dept. of Education, Boise.

Publ. Date: 74 Note: 153p.; For related documents, see CE 003 923-5

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: Career Awareness/*Career Education/*Career Exploration/Careers/Class Activities/Curriculum Enrichment/*Curriculum Guides/Educational Objectives/Grade 7/Grade 8/Grade 9/Jobs/*Junior High Schools/Mathematical Applications/Mathematical Concepts/***Mathematics**/*Occupational Clusters/Occupational Information/Resource Materials

The career activities guide in mathematics, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps (mainly situational mathematical problems), materials, and special recommendations are outlined for the various job titles. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; and miscellaneous activities. Subject concepts involve

various aspects of science such as fractions, ratios, decimals, equivalent values, ruler measurements, proportions, metric system, percentages, chart reading, scientific notation, exponents, geometry, cost formulas, graph relations, and weights and heights. (EA)

ED107824 CE003925
Career Activities in Science: Grades 7, 8, 9.
Boise City Independent School District, Idaho.
Sponsoring Agency: Idaho State Dept. of Education, Boise.
Publ. Date: 74 Note: 126p.; For related documents, see CE 003 923-4 and CE 003 926
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors: Career Awareness/*Career Education/*Career Exploration/Class Activities/*Curriculum Guides/Educational Objectives/Grade 7/Grade 8/Grade 9/Jobs/*Junior High Schools/*Occupational Clusters/Occupational Information/Resource Materials/Science Careers/***Science Curriculum**/Science Experiments/Science Units
The career activities guide in science, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps (mainly scientific experiments), materials, and special recommendations are outlined for the various job titles. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; miscellaneous activities. Subject concepts involve various aspects of science such as temperature, extractions of colors, water testing, blood cells and types, substance analysis, insolubles, heating, simple machines, matter changes, plant growth, energy, gravity, weighing, power, air pollution, and weather bureau services. (EA)

ED107823 CE003924
Career Activities in Social Science: Grades 7, 8, 9.
Boise City Independent School District, Idaho.
Sponsoring Agency: Idaho State Dept. of Education, Boise.
Publ. Date: 74 Note: 116p.; For related documents, see CE 003 923 and CE 003 925-6
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors: Career Awareness/*Career Education/*Career Exploration/Careers/Class Activities/Curriculum Enrichment/*Curriculum Guides/Educational Objectives/Grade 7/Grade 8/Grade 9/Jobs/*Junior High Schools/*Occupational Clusters/Occupational Information/Resource Materials/***Social Studies**/Social Studies Units
The career activities guide in social science, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps, materials, and special recommendations are outlined for the various job titles. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service, agriculture and natural resources; marine science; marketing and distribution; construction, and miscellaneous activities. Subject concepts involve various aspects of social science such as prediction processes, advertising, cultural variations, map use, historical changes and values, geographical knowledge, undersea study, technological advancement, industrial trends, leisure, creation of new careers, adaptation to change, interrelationships of occupations, and changes of occupational requirements. (EA)

ED107822 CE003923
Career Activities in Social Science: Grades 7, 8, 9.
Boise City Independent School District, Idaho.
Sponsoring Agency: Idaho State Dept. of Education, Boise.
Publ. Date: 74 Note: 211p.; For related documents, see CE 003 924-6
EDRS Price MF-$0.76 HC-$10.78 Plus Postage
Descriptors: Career Awareness/Career Education/*Career Exploration/Careers/Class Activities/Communication Skills/Curriculum Enrichment/*Curriculum Guides/Educational Objectives/Grade 7/Grade 8/Grade 9/Jobs/*Junior High Schools/***Language Arts**/*Occupational Clusters/Occupational Information/**Reading Skills**/Resource Materials/**Speech Skills/Writing Skills**
The career activities guide in language arts, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index

indicates grades, subject, career cluster, occcupation, and, in most instances, subject concept. Performance objectives, activity situation and steps, materials, and special recommendations are outlined for the various job titles. Also included are terminology and activity sheet class handouts. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing, transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; miscellaneous activities. Subject concepts involve various aspects of language arts such as creative and descriptive writing, written and verbal directions, observational and organizational skills, reading and speaking skills, vocabulary, decision making, problem solving, listening, and role playing. (EA)

ED107787 CE003874
Careers in Art. Career Development Project.
Gergeceff, Lorraine; Wheeler, Geoffrey
University City School District, Mo.
Publ. Date: 72 Note: 26p.; For related documents, see CE 003 801-7, CE 003 862-73, and CE 003 875
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: **Architecture**/Art Activities/***Art Education**/*Career Education/*Career Opportunities/Career Planning/**Commercial Art**/*Curriculum Guides/**Design/Fine Arts**/Grade 8/Grade 9/**Graphic Arts**/Junior High Schools/*Learning Activities/Middle Schools/Occupational Information/Resource Materials/Vocational Development
The 10 activities in the unit on art careers attempt to provide eighth and ninth grade students with opportunities for acquiring occupational information, to help students discover themselves in relation to art careers, and to explore various clusters of careers. The suggested occupational areas are: architecture, product design, cartooning, interior decoration, letters and posters, special design, fine arts, dress and fabric design, and graphic interior design. The introduction discusses the overview of the course, major objectives and strategies. A few major topics examined in the course are: the purpose and function of a product design; the role of advertising; period of trial, error, and discovery; and success factors. Each lesson investigates an occupational cluster and is organized around goal, performance objective, activities, and outcome measure. A resource list supplements each lesson. Activities involve vocabulary building appropriate to the career, field trips, suggestions for discussion, suggested projects (displays, models, reproductions); media, and occupational research. A list of art-related careers completes the document. (JB)

ED107786 CE003873
Career Education in the Seventh Grade Social Class. Career Development Project.
Melechen, Rachel
University City School District, Mo.
Publ. Date: Jul 72 Note: 26p.; For related documents, see CE 003 801-7, CE 003 862-72, and CE 003 874-5
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors : *Career Awareness/*Career Education/Career Planning/*Curriculum Guides/Employment Opportunities/Grade 7/Individual Development/Job Application/Job Satisfaction/Junior High Schools/*Learning Activities/Middle Schools/Occupational Choice/Personal Interests/Self Concept/Self Evaluation/**Social Studies**/*Social Studies Units/Vocational Development/Vocational Interests
The 17 seventh grade social studies activities, designed for career education, focus on: personal development; self-analysis; awareness of occupational choices; career development over a lifetime; knowledge of useful skills for appropriate careers, future job opportunities; occupational clusters, the interrelationship between work, leisure, and life-style; changing roles; job performance; and job satisfaction. The teaching strategies involve: class discussion or questionnaire evaluating personal strengths and weaknesses; group activities relating preferences and skills to occupations; student journals of activities, occupational information, and skills development; discussion of life stages and occupational choices at various stages; group work combining interests, preferences, skills, and further career opportunities, with probable interests at different age levels; field trips to health facilities; readings; and research on occupations. Each lesson is organized around domain, goal, performance objective, activities, and outcome measure. (JB)

ED107785 CE003872
Survey of Occupations, Sociology of Occupations, and Career Awareness. Career Development Project.
Noble, LaMartha; And Others
University City School District, Mo.
Publ. Date: 72 Note: 60p.; For related documents, see CE 003 801-7, CE 003 862-71 and CE 003 873-5
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors: *Career Awareness/*Career Education/Career Planning/*Curriculum Guides/Individual Development/Job Application/Job Satisfaction/Junior High Schools/Learning Activities/Middle Schools/*Occupational Choice/Occupational Clusters/Occupations/Self Concept/Self Evaluation/**Social Studies**/*Social Studies Units/Vocational Development/Work Attitudes

Intended for use at the junior high school level, the three units are oriented toward career awareness, personal development, and career information. The 18 lessons in the first unit, Survey of Occupations, examine self-understanding and analysis, occupational choices, changing roles, employment patterns and opportunities, personal money management and finances, the career of an insurance broker, job hunting, school careers, government employment, and job discrimination. Activities include interviews, discussion, research, oral reports, writing short stories, field trips, group work, working on sample forms, games and role playing. The second course, Sociology of Occupations, a 12-week unit, covers in seven learning activities: personality, interests and abilities in relation to occupational satisfaction, employer/employee relations; researching occupational choices; and job application. Activities involve group work, self-evaluation, job analysis, role playing, films, surveys, interviews, reports, and writing notebooks. The students should develop: an understanding of career success, positive attitudes and self-concept, and career awareness. The third unit, a 10-week course on career awareness, utilizes eight lessons to expose students to: career preparation; occupational clusters; careers in business and office, communications and media, health, environmental control, and manufacturing; and future job opportunities. Each lesson contains goals, performance objectives, activities, and outcome measures. (JB)

ED107779 CE003866

A Career in Coaching: Grade 9 Daily Physical Education. Career Development Project.

Maufas, Luther A.

University City School District, Mo.

Publ. Date: Jun 72 Note: 24p.; For related documents, see CE 003 801-7, CE 003 862-5, and CE 003 867-75

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Athletic Coaches/*Career Education/Career Opportunities/Career Planning/*Curriculum Guides/Educational Programs/Grade 9/Junior High Schools/Learning Activities/*Occupational Information/***Physical Education**/Vocational Devleopment

The grade 9 curriculum guide contains four lesson plans covering the career preparation knowledge, skills and self-knowledge domains. The overall goal is for students to acquire knowledge of the field of coaching. Ten sections discuss: the importance of and opportunities for coaching; general duties; attractive and unattractive features of coaching; the employment outlook, salaries; the coaching philosophy; coaching hints; and teaching sports. Each lesson includes goal, performance objective, learning activities, and an outcome measure. (JB)

ED107778 CE003865

A Career in Physical Education: Grade 8 Daily Physical Education. Career Development Project.

Maufas, Luther A.

University City School District, Mo.

Publ. Date: Jun 72 Note: 25p.; For related documents, see CE 003 801-7, CE 003 862-4, and CE 003 866-75

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Career Education/*Career Opportunities/Career Planning/College Programs/*Curriculum Guides/Educational Programs/Grade 8/Junior High Schools/Learning Activities/Occupational Information/***Physical Education**/*Units of Study (Subject Fields)/Vocational Development

The grade 8 curriculum guide contains four lessons covering the career preparation knowledge, skills, and self-knowledge domains and is designed to introduce students to careers in physical education. Each lesson includes a goal, performance objective, activities and outcome measure. The overall goal is for the students to acquire knowledge of specific career opportunities in physical education. The material section provides testing areas, and the following sections list college programs for physical education and other majors (business education, special education, history, English, and sociology) and provide occupational fact sheets for the lessons on various related careers (journalism and public relations, health, sporting goods salesmen, coaching, professional athlete, and recreation director). Lists of associations and periodicals complete the document.

ED107759 CE003834

Music and Careers for the Junior High Student.

Carlson, Bruce

White Bear Lake Independent School District 624, Minn.

Publ. Date: 73 Note: 9p.; For related documents, see CE 003 833 and CE 003 835-49

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: Career Awareness/*Career Education/*Curriculum Guides/Demonstration Projects/Employment Opportunities/Instructional Materials/Junior High Schools/*Learning Activities/***Music/Music Education**/Occupational Information/*Occupations/Teacher Developed Materials/Vocational Development

The curriculum guide describes an exemplary project designed to provide junior high school students with an opportunity to explore careers related to the world of music. The units present objectives, activities, and resources related to the following occupations: pop music artist, professional musician (union), instrumental and vocal music instructor, organ technician, piano technician, church organist, church choir, director, and business careers in music. (JR)

ED106636 CE003810

Career Development Guide: Grades 6-8.

Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.; Montgomery County R-2 Public Schools, Montgomery City, Mo.

Publ. Date: 73 Note: 75p.; For related documents, see CE 003 808-812

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Behavioral Objectives/*Career Education/Career Planning/Communication Skills/*Curriculum Guides/Elementary Education/**Home Economics/Human Relations Units**/Human Resources/**Industrial Arts**/Interpersonal Competence/*Junior High Schools/***Language Arts**/Learning Activities/Models/**Sciences**/***Social Studies**/Social Studies Units/Vocational Development

Identifiers: Career Conscious Individual Career Education Model/Missouri

The curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Utilizing language arts and social studies curricula, with several science, communication skills, home economics, and industrial arts lessons, the units center on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For grades 6-8, the goals involve: self-analysis; positive self-concept; use of communication skills; cooperation; understanding of environmental factors; positive attitudes and behavior; and knowledge of job competencies, of the career development process, of responsibilities of actions and decisions, of educational preparation, of necessary skills, and of communities and job locations. The main portion of the document (50 pages) presents activities and outcomes for the grades 6-8 organized under domain, pertinent goal, and specific objectives. (JB)

ED106630 CE003804

Career Development Guides: Guidance Career Unit.

Phillips, Joyce

University City School District, Mo.

Publ. Date: 74 Note: 22p.; For related documents see CE 003 801-3 and CE 003 805-7

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Career Awareness/Career Education/*Curriculum Guides/*Educational Guidance/Employment Qualifications/**English/Guidance Counseling**/Individual Development/Instructional Materials/Resource Materials/Secondary Education/*Secondary Grades/Self Concept/**Social Studies**/Teacher Developed Materials/Team Teaching/*Unit Plan/Units of Study (Subject Fields)/Vocational Development

The guide contains a guidance unit for career development designed to be a part of a secondary school career English course and a social studies unit of study in which the guidance counselor team-teaches with the classroom teacher. The guidance unit is designed to last three to four weeks and is composed of three basic elements: self awareness, occupational awareness, and educational awareness. The social studies component aims at providing students with a certain knowledge of themselves and their own occupational preferences and potential through a series of discussions, readings, games, exercises, tests, and analyses of occupational clusters. The English component aims at developing reading, writing, speaking, and listening skills valuable to career education. The outline format of the presentation of the three basic elements listed above is: objective, activities, and evaluation procedure. Three pages of resources list sources for occupational and college information, and a five-page appendix provides an outline for a student career experience study. (JR)

ED106587 CE003759

Exploring Careers in Health and Medicine.

Cincinnati Public Schools, Ohio.

Publ. Date: 73 Note: 99p.; For related documents see CE 003 746-58, CE 003 760-4 and CE 004 312; Revised Edition

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: *Career Education/Career Planning/*Curriculum Guides/Grade 9/*Health Occupations/**Health Occupations Education**/Health Personnel/High School Curriculum/Instructional Materials/*Learning Activities/**Medical Assistants/Medical Services**/*Occupational Information/**Paramedical Occupations**/Resource Materials/Secondary Education/Teaching Methods/Vocational Development

Identifiers: *Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of an appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, worksheets, instructional materials, sample forms and a resource list, is designed to introduce the students to careers in health and medicine. The introduction provides an

overview of the career area, the educational strategies of the course, a suggested cover letter for health career day application, forms for exploration trips, and a suggested time table. The activities are organized into objectives, procedures, and resources, and cover the areas of: (1) medical records (admittance clerk, medical records technician, medical transcriber, medical record administrator), (2) patient care (nurses aide and orderly, L.P.N., and R.N., physician), (3) laboratory services (medical technologist, medical laboratory technician, x-ray technologist), (4) pharmacy (pharmacist, hospital pharmacy technician), (5) supplementary activity units for physician, nurse and pharmacist, and (6) a model for student-designed activity. Teaching strategies include role playing, simulation, field trips, films, and career information activities. The appendix contains self-analysis tools, supplementary materials, and resources. (JB)

ED106585 CE003757
Exploring Careers in Music.
Cincinnati Public Schools, Ohio.
Publ. Date: 73 Note: 73p.; For related documents see CE 003 746-56, CE 003 758-64 and CE 004 312
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors: Applied Music/*Career Education/Career Planning/*Curriculum Guides/**Fine Arts**/Grade 9/Grade 10/High School Curriculum/*Learning Activities/***Music**/Music Activities/Musical Instruments/**Music Education**/Musicians/Occupational Information/Resource Materials/Secondary Education/*Teaching Methods/Vocational Development
Identifiers: *Career Exploration
The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and a resource list, is designed to introduce the students to careers in music. The definition of the career area, course objectives, course strategy, procedure, evaluation, and suggested time table are included in the introduction. The learning activities are organized according to objectives, procedures, and resources and cover the following career areas: (1) the performing role (concert singer, instrumentalist, popular singer, composer, arranger, teacher, conductor, and therapist), and (2) the supporting role (instrument manufacturer, salesman, instrument repair, piano tuner, music critic, librarian, and publisher). Other related careers and self evaluation of career maturity are also touched upon. Learning activities include role playing, self-analysis quiz, worksheets, field trips, discussion, demonstration, films, interviews,composition, and group work. The appendix contains procedures and suggestions for both field trips and exploration trips, forms for exploration trips, a music career interest survey form, a list of job titles, and a multimedia resource list. (JB)

ED106582 CE003754
Exploring Careers in Ornamental Horticulture.
Cincinnati Public Schools, Ohio.
Publ. Date: 73 Note: 45p.; For related documents see CE 003 746-53, CE 003 755-64 and CE 004 312; Revised Edition
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: *Career Education/Career Planning/*Curriculum Guides/Grade 9/Grade 10/Grounds Keepers/High School Curriculum/Landscaping/*Learning Activities/Nurseries (Horticulture)/**Nursery Workers (Horticulture)**/*Occupational Information/**Ornamental Horticulture**/*Ornamental Horticulture Occupation/Resource Materials/Secondary Education/**Trade and Industrial Education**/Turf Management/Vocational Development
Identifiers: *Career Exploration
The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and selected sample forms, is designed to introduce the students to careers in ornamental horticulture. The introduction defines the career area and discusses the course objectives, course strategy, and suggested time table. The learning activities, organized according to objectives, activities, and resources, cover: introductory activities, horticulture, nursery operation, arboriculture, turf grass management technician, landscape development, park and recreational land management, individual student exploration into related careers, and student self-evaluation of career maturity. Activities include: job and student interest analysis, role playing, simulations, field trips, interviews, observations, establishment of resource library on jobs and clusters, and case studies. The procedures and suggestions for both exploration and field trips, a permission report form for exploration trips, interview form, job analysis work sheet, job descriptions, individual evaluation sheet, and a list of multi-media materials are appended. (JB)

ED106581 CE003753
Exploring Careers in Graphic Reproduction and Printing Occupations.
Cincinnati Public Schools, Ohio.

Publ. Date: 73 Note: 62p.; For related documents see CE 003 746-52, CE 003 754-64 and CE 004 312
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors: *Career Education/Career Planning/**Commercial Art**/*Curriculum Guides/**Design Crafts**/Grade 9/Grade 10/***Graphic Arts**/High School Curriculum/Layout (Publications)/Learning Activities/*Occupational Information/***Printing**/Resource Materials/Secondary Education/Technical Education/Technical Occupations/**Trade and Industrial Education**/Vocational Development
Identifiers: *Career Exploration
The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning packets and a resource list, is designed to introduce the students to graphic reproduction and printing occupations. The introduction defines the career area, discusses the course objectives, course strategy, and suggests a time table. The exploration activities cover the areas of: introductory activities, design and layout, composition, photo-conversion, image carrier, image transfer, finishing, economics and organization, paper making, related careers, and self-evaluation of career maturity. Each lesson plan is organized into objectives, activities, and resources and includes the following activities: discussion, laboratory experience, self-analysis quiz, design, layout, composition, book finishing, interviews with resource persons, and films. The appendix includes: suggestions and procedures for both field and exploration trips and an exploration trip permission form and report. (JB)

ED106576 CE003748
Exploring Careers in Electricity—Electronics.
Cincinnati Public Schools, Ohio.
Publ. Date: 72 Note: 57p.; For related documents see CE 003 746-7, CE 003 749-64 and CE 004 312
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors: *Career Education/*Curriculum Guides/Electrical Occupations/***Electricity/Electromechanical Technology**/Electronics/Electronic Technicians/Grade 9/Grade 10/*Learning Activities/*Occupational Information/Resource Materials/Secondary Education/Teaching Methods/Technical Education/Technical Occupations/**Trade and Industrial Education**/Vocational Development/Vocational Education/Worksheets
Identifiers: *Career Exploration
The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of a teacher's guide, student learning experience packets, and a resource list, is designed to introduce the students to occupations in electricity and electronics. The learning activities are organized to explore different categories within electricity and electronics and include teaching strategies such as interest inventory, field trips, occupational classification, skill tests, career investigation, simulation, role playing, individual investigation, job analysis, career evaluation, and the compilation of a job list. A suggested course format and introduction discuss objectives and procedures. The teacher's guide is coordinated with the learning experience packets and is organized into objectives and suggested procedures, with fact sheets and illustrations supplementing the teacher's information. The multimedia resource list is coordinated with the individual learning experiences. (JB)

ED106573 CE003745
Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual.
Cincinnati Public Schools, Ohio.
Publ. Date: Aug 71 Note: 235p.; Revised Edition
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors: Career Awareness/Career Choice/*Career Education/*Curriculum Guides/Grade 7/Grade 8/*Instructional Materials/Integrated Curriculum/Junior High Schools/Learning Activities/Resource Materials/*Science Activities/*Science Careers/**Science Curriculum**/Science Materials/Science Units/Vocational Development/Worksheets
Identifiers: *Career Orientation
Career orientation in the science curriculum introduces students to science-related careers and opportunities and enables them to prepare an educational program if they choose a science career. The curriculum guide is designed to aid junior high school science teachers in relating the seventh and eighth grade science curriculum to careers in scientific fields. Learning activities are grouped into units examining: purposes and practices; measurement and matter; conservation—ecology; living things (subtopics: humans, animals and plants, adaptation—animals, microscope use and care, healthful living, and first aid); energy; work; heat; sound; light and seeing; electricity and its uses; water; air and weather; earth and the heavens; and plans, rockets, and space travel. Each unit includes an introduction, a list of suggested activities, worksheets, and selected references, audiovisual aids, and published sources. The appendix contains sections dealing with: (1) community resources in the science area (organizations, resource persons, committees, clubs, and references), (2) suggested procedures for field trips, and (3) a tabulated chart listing science-related careers arranged according to: level; service; business, clerical, and sales; science and technology; outdoor; general culture; and arts and entertainment. (JB)

ED106547 CE003717

Career Orientation: Grade 8.

Coffey, Scott

Powell Public Schools, Wyo.

Sponsoring Agency: Wyoming State Dept. of Education, Cheyenne.

Publ. Date: 74 Note: 56p.; For related volumes see CE 003 714-6 and CE 003 718

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Career Choice/*Career Education/*Curriculum Guides/Employment Interviews/*Grade 8/Job Application/Junior High Schools/Learning Activities/Occupational Aspiration/*Self Evaluation/***Social Studies**/Social Studies Units/Unit Plan/Vocational Development/Vocational Interests

Identifiers: *Career Orientation

The career orientation phase attempts to link the elementary program of attitudes and awareness of work to the senior high program of individual exploration of selected careers. This six-week unit, part of the eighth grade social studies curriculum, is designed to familiarize the students with various occupations, to prepare them for high school and the future, to provide work experience and opportunities for self-evaluation. The introduction outlines the necessary preparations for the unit. The six-week activities and master agenda are briefly outlined. An interest profile and scoring instructions, and the Kuder Preference Score method are explained. For the second week, activities focus on: a personality inventory survey and scoring instructions; student inventory form; personnel data sheet; career selection; and Social Security Card application. The third week is concerned with writing a letter of application; completing application forms and employment worksheets; interviews; employment opportunities, and filling out employment forms. The fourth, fifth, and sixth weeks focus on developing a career report; suggestions for research; research evaluation by student; educational planning; and unit evaluation by student. An example for each activity and a suggested materials catalog that may be utilized are provided. (JB)

ED105221 CE003512

Career Development for the Upper Grades.

Chicago Board of Education, Ill.

Publ. Date: 74 Note: 188p.; For related documents, see CE 003 510-511

Available from: Board of Education of the City of Chicago, 228 North LaSalle Street, Chicago, Illinois 60601 ($2.15)

EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage

Descriptors: Activity Units/Articulation (Program)/Behavioral Objectives/Bibliographies/Career Education/Career Opportunities/Career Planning/Classroom Guidance Programs/*Curriculum Guides/Developmental Programs/***Group Guidance**/Instructional Materials/Interpersonal Relationship/*Junior High Schools/Resource Guides/Secondary Education/*Self Actualization/*Vocational Development

Identifiers: Chicago Public Schools

Developed by the Chicago public schools in coordination with state and local departments of vocational education, the document is the last in a series of three curriculum guides. Intended for use at the junior high school level, its aim is to provide two types of guidance services: counseling for self-understanding and personal development, and a program of broad, general occupational information intended to serve as a foundation for later career decisions. The program emphasizes the contribution of group guidance to the total guidance program and in the classroom; group guidance techniques and the development of a guidance unit plan are discussed. All three career development guides in the series—primary, intermediate, and upper levels—are organized around the same conceptual framework: learning to know oneself, developing habits and relationships, learning about opportunities, and making and carrying out plans. Each unit specifies general unit goals, specific behavioral objectives, and suggestions for classroom activities. Concluding each unit is a detailed bibliography of resource materials, including books, kits, audiovisual materials, and other instructional aids. (MW)

ED105090 95 CE003326

Secondary Math Activities of the North Dakota Exemplary Project in Career Education. Grades 7-12.

North Dakota State Board for Vocational Education, Bismarck.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.: 0-361-0047

Grant No.: OEG-0-70-4752 (361)

Publ. Date: 30 Jun 73 Note: 164p.; For other secondary level guides from this project, see CE 003 324-5, and CE 003 327-8, for elementary level guides, see CE 002 107-10, CE 002 383-4, and CE 003 322-3

EDRS Price MF-$0.75 HC-$8.24 Plus Postage

Descriptors: Behavioral Objectives/Career Awareness/*Career Education/*Curriculum Guides/*Integrated Curriculum/Junior High Schools/*Learning Activities/***Mathematics**/Resource Materials/Resource Units/Secondary Education/Vocational Development

The secondary math activities materials developed by the North Dakota Exemplary Project represent information that will be helpful to teachers in achieving the goals of a career education program. The guide provides a flexible

framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes, and skills essential to productive living integrated into the existing curriculum. A brief explanation is offered of career education—its definition, philosophy for the secondary level, specific secondary objectives, summary of career education objectives, and the need for career education. The needs of the students, involvement in the world of work, and classroom facilities should set the stage for the selection of resource units to be used. Within the mathematics area activities are organized by the career education elements of: self awareness, career awareness, appreciations and attitudes, economic awareness, and educational awareness. Each broad objective includes specific behavioral objectives, a suggested subject area and grade level, learning activities, suggested teaching techniques, resource materials and worksheets. Supplemental materials are appended. (Author/BP)

ED105089 95 CE003325

Secondary Social Studies Activities of the North Dakota Exemplary Project in Career Education. Grades 7-12.

North Dakota State Board for Vocational Education, Bismarck.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.: 0-361-0047

Grant No.: OEG-0-70-4752 (361)

Publ. Date: 30 Jun 73 Note: 175p.; For other secondary level guides from this project, see CE 003 324 and CE 003 326-8, for elementary level guides, see CE 002 107-10, CE 002 393-4, and CE 003 322-3

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: Behavioral Objectives/Career Awareness/*Career Education/*Curriculum Guides/*Integrated Curriculum/Junior High Schools/*Learning Activities/Resource Materials/Resource Units/Secondary Education/ ***Social Studies**/Vocational Development

Identifiers: North Dakota

The secondary social studies activities materials developed by the North Dakota Exemplary Project represent information that will be helpful to teachers in achieving the goals of a career education program. The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes, and skills essential to productive living integrated into the existing curriculum. A brief explanation is offered of career education—its definition, philosophy for the secondary level, specific secondary objectives, summary of career education objectives, and the need for career education. The needs of the students, involvement in the world of work, and classroom facilities should set the stage for the selection of resource units to be used. Within the social studies area, activities are organized by the career education elements of: self awareness, career awareness, attitudes and appreciations, economic awareness, skill awareness, and educational awareness. Each broad objective includes specific behavioral objectives, a suggested subject area and grade level, learning activities, suggested teaching techniques, resource materials, and worksheets. Supplemental materials are appended. (Author/BP)

ED103591 CE003156

Career Development: The Family—Home—Community Project: Community Guide.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.; Robbinsdale Independent School District 281, Minn.

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Publ. Date: Aug 74 Note: 202p.; For other components of this career program see CE 003 152-155

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors: *Career Education/*Community Characteristics/Course Content/Curriculum Enrichment/*Curriculum Guides/Grade 9/Instructional Materials/Integrated Curriculum/*Junior High Schools/Learning Activities/*Simulated Environment/**Social Studies**/Teacher Developed Materials/Units of Study (Subject Fields)/Vocational Development

Identifiers: *Career Exploration

The last of a three-part series developed to enhance the junior high school curriculum by adding real-life career oriented processes, the document provides further career exploration experiences for the ninth grade student. The units include the building of a house to scale and interdisciplinary activities to locate the family and the home in a simulated community. Facets of community lifestyles and community functions make up the curriculum. Utilizing community simulation as a vehicle for career development, units include social studies, English-speech, mathematics, science, industrial arts, home economics, art, and counseling. The social studies unit stresses community planning and personal economics roles and is developed in depth, taking up 90 pages of the document, while the other disciplines, though following the same general format, are dealt with more briefly. Each subject unit is organized according to specific concepts, classroom objectives, classroom activities, and instructional materials. The five-phase schematic of the community game is applied to all the disciplines: (1) location of community and lifestyles, (2) analysis and development of individual roles, (3) mechanics of the community, (4) personal and institutional daily transactions, and (5) final debriefing. (MW)

ED103587 CE003152

Career Development: 7-8-9.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis; Robbinsdale Independent School District 281, Minn.

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Publ. Date: Aug 71 Note: 98p.; For other components of this career program see CE 003 153-156. Some supplementary materials have been deleted with the author's permission because they are not reproducible
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors: *Career Education/Classroom Materials/Course Content/**English**/Grade 7/Grade 8/Grade 9/*Instructional Materials/*Junior High Schools/**Mathematics/Sciences/Social Studies**/Teacher Developed Materials/*Units of Study (Subject Fields)/*Vocational Development
The document provides a collection of teacher-developed classroom materials for use in seventh, eighth, and ninth grade career development programs. Four packets are offered, presenting classroom materials for English, mathematics, science, and social studies. Each packet includes classroom materials organized according to grade level presenting: an overview, suggested skill objectives, techniques, specific career clusters and objectives, concepts, materials needed, possible activities, classroom questions, and supplementary classroom materials. A bibliography for teachers' use in integrating career development and subject content concludes the document. (MW)

ED102403 95 CE003132
Career Exploration, Level 1. Career-Centered Curriculum for Vocational Complexes in Mississippi.
Jones County School District, Laurel, Miss.; Mississippi State Department of Education, Jackson. Div. of Vocational and Technical Education.
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Note: 357p.; For related documents see CE 003 131-134; For the final report see ED 091 605
EDRS Price MF-$0.76 HC-$18.40 Plus Postage
Descriptors: Behavioral Objectives/*Career Education/*Curriculum Guides/Evaluation Criteria/Grade 7/Grade 8/**Home Economics Education/Industrial Education**/Instructional Materials/*Junior High Schools/Managerial Occupations/*Occupational Clusters/Public Service Occupations/Resource Materials/Secondary Education/Self Actualization/State Curriculum Guides/Vocational Development/Vocational Education
Identifiers: *Career Exploration/Learning Packages
Spanning grades 7 and 8, the level 1 document focuses on the broad exploration of careers and introduces the student to the world of work through simulated laboratory and real life experiences. Career clusters are reviewed, encouraging exploration of self in relation to academic and vocational education. Students are rotated through six six-week units of instruction: (1) introduction to career exploration; (2) industrial and related occupations; (3) public service occupations; (4) diversified occupations; (5) production, distribution, and management occupations; and (6) evaluation and planning. Instructional objectives for each unit are written in behavioral terms; learning experiences and resources are directly related to objectives. Evaluations are based on expected outcomes stated in the objectives and criteria for evaluating objectives are clearly stated. Attached to each unit are related occupational clusters and a detailed resource guide. A 90-page appendix provides: sample forms, pretests and posttests for each unit, transparency masters, supplementary classroom materials, questionnaires, and other teaching aids. The final 122-page section consists of four home economics learning packages in the areas of dietetics, sewing, baby-sitting, and nursing care. (MW)

ED102331 95 CE003032
Career Education: Learning with a Purpose. Junior High 7-9, Social Studies.
State Fair Community Coll., Sedalia, Mo.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 74 Note: 67p.; For other guides in the series, see Elementary K-2, CE 003 028; Science, CE 003 029; Mathematics, CE 003 030; English, CE 003 031
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors: *Career Awareness/*Career Education/Course Objectives/*Curriculum Guides/Integrated Curriculum/*Junior High Schools/Resource Guides/***Social Studies**/Teacher Developed Materials
The guide, prepared to supplement the existing curriculum, suggests activities for teachers related to three goals: (1) Self Goal: the student developing an awareness of who he/she is and through effective decision-making what he/she can become; (2) Society Goal: the student becoming aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) World of Work Goal: the student becoming aware of the many facets of the world of work. All objectives, the eight student goals, and the activities are coded according to which major goal is emphasized. An outline of the philosophy and concepts of junior high school career education and exploratory work experience is followed by a guide for the integration of career education into any specified course. A major part of the guide consists of five major social-science related units on: Europe (Communist Bloc, Common Market, and Independent countries), Asia (China, Japan, India-Pakistan-Bangladesh, Southeast Asia, and Southwest Asia), Africa (Egypt and North Africa, Central Africa, and South Africa), Australia and Antarctic Area (South Pacific Islands and New Zealand), and North American History—Exploration and Colonization (divided into six periods). Each unit contains several career related activities, needed resources, and evaluation/outcome. Source lists for audiovisual materials, career and occupational information listed by occupational areas, and locally available field trip sites and guest speakers conclude the guide. (SA)

ED101198 CE002975

Career Education Orientation and Exploration Curriculum Guide (7-10) and Supplement.

Lorain City Schools, Ohio.

Publ. Date: Sep 73 Note: 196p.; For the staff guide and student guide, see CE 002 974; for the K-6 curriculum guide and supplement, see CE 002 973. Page 115 is missing. Filmed from best copy available.

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: Behavioral Objectives/*Career Education/*Curriculum Guides/Educational Resources/**English**/Grade 7/Grade 8/Grade 9/Grade 10/**Health**/Instructional Materials/*Junior High Schools/Learning Activities/**Mathematics/Sciences**/*Secondary Education/**Social Studies**/Teacher Developed Materials/*Units of Study (Subject Fields)

Identifiers: Career Exploration/Career Orientation

The curriculum guide presents career development concepts of orientation and exploration for the areas of English, health, math, science, and social studies at the seventh through tenth grade level. For each concept in each area, the following items are presented: developmental objective, behavioral objective, related subject areas, learning activities, and resources and materials. The supplementary volume consists of lesson plans presented in the same format as the main document. The lesson plans were developed and tried in the classroom during a workshop for teachers. The workshop was intended to provide teachers with an opportunity to explore career education concepts and to gain understanding in how the concepts might apply to their own classroom situations. (AG)

ED095389 CE001955

Communication Skills for Career Education: Junior High/Middle Schools.

Washington State Coordinating Council for Occupational Education, Olympia.

Publ. Date: 74 Note: 72p.; Photographs may be marginally reproducible.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: *Career Education/Communication Skills/Consumer Education/*Curriculum Guides/Daily Living Skills/Instructional Aids/Instructional Materials/Job Skills/*Junior High Schools/Language Ability/***Language Arts**/Language Skills/Middle Schools/*Student Centered Curriculum/Teacher Developed Materials/Work Attitudes

Identifiers: Career Awareness/World of Work

The teacher-developed guide attempts to establish a student-centered learning environment for the development of languaging capabilities through information and insights for students about themselves and the world of work. The flexibly arranged materials can be used as a one-semester course or as separate objectives and units within existing language arts courses. The progression of awareness moves through: (1) self-appraisal of traits, interests, skills, and information; (2) communication skills needed to acquire jobs and to perform on them; (3) other skills, attitudes, and relationships needed to acquire and hold jobs; (4) awareness of careers; and (5) relating new learnings to leisure time, consumer behavior, and home and community success. Teachers working in individualized programs will find that the units can be converted to learning activity packages. In this course an effort has been made to relate language to real experiences; students and teachers interact with one another, explore the uses of language, and learn through direct involvement. (Author/AJ)

ED090071 SO007143

Urban Studies, Grade 9, Elective. Teacher's Guide for Social Studies, Secondary School

Saint Louis Public Schools, Mo.

Publ. Date: 73 Note: 166p.

Available from: Division of Curriculum Services, St. Louis Board of Education, 1517 South Theresa Avenue, St. Louis, Missouri 63104 ($3.00, plus 10% for postage and handling)

EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage

Descriptors: **American Government** (Course)/Career Education/Citizen Role/Curriculum Guides/**Economics**/**Environment**/Family Role/Grade 9/Housing/**Land Use**/Laws/Minority Groups/School Orientation/Secondary Grades/*Social Problems/***Social Studies**/*Sociology/Transportation/***Urban Studies**/Values

The guide consists of a course outline to urban studies for ninth grade students. The course goals are to help students (a) become familiar with and adjust to their school and community environment; (b) appreciate the unique contributions of all ethnic groups to world cultures; (c) understand the values inherent in a democratic society; (d) function effectively within the United States social, policital, and economic systems; (e) think creatively and critically; and (f) analyze current events. Teaching techniques include classroom discussion, debates, interviews, role playing, and individual and group activities. The following units are outlined: (1) Freshman Orientation; (2) Values; (3) You and the Family; (4) Minorities, U.S.A.; (5) Employment and Careers; (6) Transportation; (7) Housing and Land Use; (8) Environment; (9) Law and Justice; (10) Personal Economics; (11) Relationship of Levels of Government; (12) Urban Social Services. Goals and course content together with suggested activities and resource materials are provided for each unit. Although a few of the units are directed specifically toward the St. Louis community, the guide is applicable to and has ideas for other community studies. (Author/RM)

ED089034 CE001080

Fundamentals of Mathematics I and II: Curriculum Guide.

Harlandale Independent School District, San Antonio, Tex. Career Education Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Publ. Date: 70 Note: 111p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors: Audiovisual Aids/*Career Education/*Curriculum Guides/Educational Objectives/Educational Resources/Grade 9/Instructional Materials/***Mathematics**/*Performance Specifications/Resource Materials/*Secondary Grades/Teaching Methods/Units of Study (Subject Fields)

Identifiers: Texas

The guide is divided into two sections: Fundamentals of Mathematics I and Fundamentals of Mathematics II. Both sections are divided into vertical columns relating mathematical curriculum concepts to curriculum performance objecitves; career concepts, performance objectives, general information and teaching activities; suggested teaching methods, and resource materials. Space is provided for teachers' notes which will be useful when the guide is revised. The first section is a three quarter course intended for ninth grade students whose achievement level in mathematics is two or more years below grade level. The purpose of the curriculum guide is to improve on the textbook used district-wide by implementing its coverage, describing suppiementary material, and, in general, aiding the teacher. The second section describes a curriculum designed to relate mathematics to daily living and to present topics that are useful in becoming a wise consumer. Appended materials emphasize consumer credit. (AG)

ED088081 CS201058

Language Arts: Resource Material for Teachers. Career Guidance Series, Curriculum Bulletin, 1966-67 Series, No. 8g.

New York City Board of Education, Brooklyn, N.Y.

Publ. Date: 66 Note: 318p.

Available from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston St. Brooklyn, N.Y. 11201 ($2.00. Checks should be made payable to Auditor, Board of Education)

EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage

Descriptors: *Career Education/Curriculum Development/*Curriculum Guides/*Instructional Materials/Junior High Schools/***Language Arts**/*Resource Units/Secondary Education/Teaching Guides

This resource guide describes a career guidance program designed to encourage potential junior high school dropouts from New York City to remain in school and pursue a curriculum aimed at preparing them for work. The guide is divided into seven units: "What Do We Know?" discusses diagnosis of the strengths and weaknesses of each pupil in the areas of reading, writing, spelling, and speech; "What Are We Guys Doing Here?" contains an eight-week unit designed to correct the impression that career guidance is a "dumb" class; "In the Drivers Seat" is designed to show the necessity for physical and mental control, timing, space-sense, and emotional stability; "Making It" presents the experience and preparation for working by studying job applications, interviews, and want ads in a literature class; "Watch Me Handle the World" develops an awareness in the pupil of his power to effect change in his environment; "Trips Through Our Town" stresses ideas, places and language arts experiences through map reading, letter writing, and following directions; and "The Career Guidance Newspaper" instructs students in the skills necessary to write and publish a newspaper. (RB)

ED134491 SO009706

Political Involvement. Community Involvement/Career Education: An Experience-based Social Studies Program, Volume III.

Kyle, James; And Others

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education; Robbinsdale Independent School District 281, Minnesota.

Publ. Date: Jan 75 Note: 162 p.; For related document, see SO 009 705; Many pages of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors: *Career Education/Career Planning/Community Involvement/Democratic Values/Educational Objectives/Individual Instruction/Instructional Materials/Learning Activities/Political Power/*Politics/Relevance (Education)/Secondary Education/***Social Studies**/Social Studies Units/Student Participation/Student Volunteers/Study Guides

This collection of materials and ideas is designed for the high school student who wants to try to influence society. The guide provides background information and descriptions of experience-based learning activities for use by students as they explore political involvement opportunities in their communities. The purposes of the materials are to help students understand how to become involved in the political process and to teach them to use positive and negative political means to make the system respond to their needs. Section I deals with gaining political power through working for a political candidate. Topics discussed include choosing a candidate, volunteer workers, dirty tricks, campaign finances, voter registration, and election laws. Section II discusses some of the problems and methods for dealing with people and institutions who have power which they did not gain from the ballot box—local governments, school districts, and business corporations, for example. In the third section suggestions are offered for working with various levels of government on specific problems. Articles on liberals, conservatives, privacy, and corruption are presented in Sections IV, V, and VI. Each section presents numerous informative articles, question-answer surveys, political belief exercises, project descriptions, suggestions for a daily journal, outlines for personal research sheets, goals and objectives, excerpts from relevant laws, and legal forms. (Author/DB)

ED134490 SO009705

The Student Guide for Career Analysis. Community Involvement/Career Education: An Experience-based Social Studies Program, Volume I.

Kyle, James; And Others

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education; Robbinsdale Independent School District 281, Minnesota.

Publ. Date: Dec 74 Note: 100 p.; For related document, see SO 009 706; Many pages of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors: *Career Education/Career Planning/*Community Involvement/Educational Objectives/Individual Instruction/Instructional Materials/Learning Activities/Learning Modules/Program Descriptions/Relevance (Education)/Secondary Education/***Social Studies**/Social Studies Units/Student Needs/Student Participation/Student Volunteers/Study Guides

The guide provides multiple experience-based activities for use by secondary social studies students as they examine occupational possibilities in their communities. The purposes of the materials are to help students evaluate themselves and their value systems, examine occupations, and become aware of the changing philosophy and value of work in our society. Chapter I discusses philosophies of work through investigating the work of Adam Smith, the price of financial success, and the difference between good grades in school and success in the outside world. Students are asked to draft a personal philosophy of work. Chapter II presents newspaper clippings to illustrate various types of work available today. Chapter III presents attitude questionnaires, exercises in self-assessment, lists of occupational clusters, and information on women in the world of work. In Chapter IV, values held by a variety of workers are investigated and students are asked to evaluate themselves for a particular job. Topics discussed include interview procedures, women in the work force, job identification facts, the relationship between school subjects and work experience, and observations of the work milieu. The final chapter lists sources of job information, a bibliography of occupational information, sources of career publications, and apprenticeship information. (Author/DB)

ED133470 08 CE009157

Career Education Activities for Subject Area Teachers. Grades 9 through 12.

Finn, Peter; Lawson, Jane

Abt Associates, Inc., Cambridge, Massachusetts.

Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0129

Publ. Date: May 75 Note: 297 p.; For related documents see CE 009 155-157

Available from: Abt Publications, 55 Wheeler Street, Cambridge, Mass. 02138 ($10.00 plus $1.50 shipping and handling)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors: **Art Education/***Career Education/*Career Exploration/Career Planning/*Curriculum/Curriculum Guides/**Driver Education/English Curriculum/Health Education**/Instructional Materials/**Language Arts/Language Instruction/***Learning Activities/**Mathematics Instruction/Music/***Occupational Information/Resource Materials/Secondary Education/Simulation/Skill Development/**Social Studies**/Unit Plan/Units of Study (Subject Fields)

Designed as a resource book which can be used to supplement the regular curriculum by integrating one or more career education activities into regularly taught courses, this volume for grades 9 through 12 is one of a series of three manuals, one each for the elementary (grades 1-6), junior high (grades 6-9), and senior high (grades 9-12) levels. It is divided into three sections: Introduction, Activities and Instructions, and Resources. The Introduction describes how to use the manual and briefly discusses the goals of career education. Activities and Instruction, covering the majority of the document, presents career education activities for each of nine subject areas: Social studies (10 activities), English (10 activities), mathematics (10 activities), science (10 activities), art/music (2 activities), health (2 activities), foreign language (2 activities), driver education (2 activities), and physical education (2 activities). Each subject are includes an activities summary, introduction, sample week's lesson plans, cross reference, and a student activities section, which is prefaced by teaching prerequisites and objectives. (The cross reference identifies by number activities which treat particular occupational issues and jobs and activities which reinforce specific subject area topics and skills.) The Resources section, under separate headings, discusses the following three aspects of career education which should be considered in order to implement the activities most productively: Teacher objectivity in career education, liaison with the community, and effective teaching methods for career education. (TA)

ED131289 95 CE008894

Language Arts Curriculum Guide: Grades Seven-Twelve.

South Portland School Dept., Maine.

Sponsoring Agency: Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit; Office of Education (DHEW), Washington, D.C.

Report No.: VT-103-226

Publ. Date: Jun 76 Note: 237 p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors: *Career Education/Course Descriptions/*Curriculum Development/Curriculum Guides/***English Curriculum**/English Education/Grade 9/High School Curriculum/***Language Arts**/*Learning Activities/Secondary Education/Teacher Developed Materials/Units of Study (Subject Fields)/Vocational Development

Identifiers: Maine (South Portland)

This language arts curriculum guide for grades 7-12 was developed by teachers as part of a three-year career education project in South Portland, Maine. The process involved in revision of the English curriculum is described, and the sequential phases of the program for the junior high grades are given along with the goals for the career development design. The learning activities for the junior high level are presented for several of the U.S. Office of Education (USOE) occupational clusters with topic overview, objectives, resources, activities, and evaluation. Several outlines are presented for career units for grade 9. Course descriptions for 35 high school English courses provide a statement of objectives, materials required, and course outline. (NJ)

ED131210 08 CE007892

Career Education: Learning with a Purpose. Junior High/Secondary Guide.

State Fair Community College, Sedalia, Missouri.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 76 Note: 271 p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors: **Business Education**/Career Awareness/*Career Education/Curriculum Guides/**English Curriculum**/*High School Curriculum/**Home Economics Education**/Instructional Materials/Junior High Schools/*Learning Activities/Mass Media/**Mathematics Curriculum/Music Education**/Resource Materials/**Science Units**/Secondary Education/**Social Studies Units**/Student Projects/*Units of Study (Subject Fields)

Identifiers: *Career Education Project

Designed to supplement the existing curriculum at the junior high (grades 7-9) and secondary (grades 10-12) levels, this curriculum guide contains curriculum units to be used as models for fusing career education into the following

areas: English, mathematics, science, and social studies (junior high); business, communications, French, home economics, mathematics, music, science, and social studies (secondary). Each teacher-developed unit is presented under the headings of objectives, procedures, resources and materials, evaluation, and comments on use. A listing of field trip sites and guest speakers for the Sedalia, Missouri area is appended. (TA)

ED118768 CE006278

Distributive Occupations Program Management System. Career Development Programs.

Larson, C. G.; And Others

San Mateo Union High School District, California.

Report No.: VT-102-457

Publ. Date: 75 Note: 43 p.; For related documents, see CE 006 279-280

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors: Behavioral Objectives/**Business Education**/Career Education/Career Exploration/Cooperative Programs/*Course Organization/*Curriculum Guides/**Distributive Education**/*Management Systems/Program Evaluation/Resource Guides/Retailing/*Sales Occupations/Secondary Education/Vocational Development/Work Experience Programs

The distributive occupations management system is designed to assist the teacher in the organization and management of the program. It includes measurable objectives which detail the responsibilities of the teacher and students. A broad range of learning experiences in several distributive occupations are provided. Specific units are presented which cover entry-level skill development for the common core elements essential to business and distributive occupations, grocery store occupations, and department store occupations. A cooperative work experience program provides transitional sales and training experiences leading to post high school employment or to advanced training. The objectives in the management system are arranged into nine-week frames to facilitate the collection of evaluation data at the same time as student grades are issued. (Author/NJ)

ED117574 CE006291

Business Mathematics. Mathematics Curriculum Guide (Career Oriented).

Nuschler, Alexandra; And Others

Louisiana State Dpt. of Education, Baton Rouge.

Report No.: Bull-1279-VT-102-470

Publ. Date: May 74 Note: 42 p.; For related documents, see CE 006 282-290

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors: Behavioral Objectives/***Business Subjects**/*Career Education/*Curriculum Guides/Learning Activities/**Mathematics Curriculum**/*Practical Mathematics/*Secondary Education

Identifiers: Louisiana

The curriculum guide correlates concepts in business mathematics with career-oriented concepts and activities. The curriculum outline format gives the concepts to be taught, matched with related career-oriented performance objectives, concepts, and suggested instructional activities in facing page layouts. The outline is divided into the major sections of fundamental arithmetic, consumer mathematics, retailing, mathematics of finance and investment, taxes and insurance, and business graphs and records. (NJ)

ED117573 CE006290

Geometry. Mathematics Curriculum Guide (Career Oriented).

Nuschler, Alexandra; And Others

Louisiana State Dept. of Education, Baton Rouge.

Report No.: Bull-1280-VT-102-469

Publ. Date: May 74 Note: 55 p.; For related documents, see CE 006 282-291

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors: Behavioral Objectives/*Career Education/*Curriculum Guides/***Geometry**/Learning Activities/Mathematical Applications/**Mathematics Curriculum**/*Secondary Education

Identifiers: Louisiana

The curriculum guide correlates concepts in geometry with career-oriented concepts and activities. The curriculum outline format gives the concepts to be taught, matched with related career-oriented performance objectives, concepts, and suggested instructional activities in facing page layouts. The suggested curriculum outline is compatible with all books on the approved textbook list for Louisiana. The outline is divided into the major sections of elements of geometry, introduction to proof, lines and planes, congruence, polygons and polygonal regions, circles, similarity, trigonometry, plane coordinate geometry, and solid figures. (NJ)

ED117572 CE006289

Algebra II. Mathematics Curriculum Guide (Career Oriented).

Ohmer, Merlin M.; And Others

Louisiana State Dept. of Education, Baton Rouge.

06 '79

Report No.: Bull-1283-VT-102-468
Publ. Date: May 74 Note: 59 p.; For related documents, see CE 006 282-291
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors: ***Algebra**/Behavioral Objectives/*Career Education/*Curriculum Guides/Learning Activities/Mathematical Applications/**Mathematics Curriculum**/*Secondary Education
Identifiers: Louisiana
The curriculum guide for Albegra 2 correlates algebraic concepts with career-oriented concepts and activities. The curriculum outline format gives the concepts to be taught, matched with related career-oriented performance objectives, concepts, and suggested instructional activities in facing page layouts. The suggested curriculum outline is compatible with all books on the approved textbook lists for Louisiana. The outline is divided into the following major headings: review of sets and the real number system; equations and inequalities; complex number system relations, functions, and conic sections; exponential and logarithmic functions; sequence, series, and the binomial theorem; permutations, combinations, and probability; and introductory trigonometry. (NJ)

ED117571 CE006288
General Mathematics: Part 2. Mathematics Curriculum Guide (Career Oriented).
Nuschler, Alexandra; And Others
Louisiana State Dept. of Education, Baton Rouge.
Report No.: Bull-1281-VT-102-467
Publ. Date: May 74 Note: 91 p.; For related documents, see CE 006 282-291
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors: **Algebra/Arithmetic**/Behavioral Objectives/*Career Education/*Continuous Progress Plan/*Curriculum Guides/**Geometry**/Learning Activities/***Mathematics**/Mathematics Curriculum/Practical Mathematics/Relevance (Education)/*Secondary Education
Identifiers: Louisiana
The curriculum guide for secondary level, career-oriented General Mathematics Part 2, correlates performance objectives in basic mathematics with career-oriented concepts and activities. The material is designed to lead the student in a systematic development that provides for continuous progress. The guide is in outline format, providing a curriculum outline, performance objectives, and related (career-oriented) concepts, objectives, and learning activities. The guide encompasses the topic headings of refresher arithmetic and algebra; informal geometry; mathematics related to shop, construction, nursing, homemaking, sports, and travel; and mathematics for electricians. (NJ)

ED117570 CE006287
General Mathematics: Part 1. Mathematics Curriculum Guide (Career Oriented).
Nuschler, Alexandra; And Others
Louisiana State Dept. of Education, Baton Rouge.
Report No.: Bull-1270-VT-102-466
Publ. Date: May 74 Note: 63 p.; For related documents, see CE 006 282-291; The table of contents is incomplete
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors: **Arithmetic**/Behavioral Objectives/*Career Education/Continuous Progress Plan/*Curriculum Guides/**Geometry**/Learning Activities/***Mathematics**/Mathematics Curriculum/Measurement/*Secondary Education/**Statistics**
Identifiers: Louisiana
The curriculum guide for secondary level, career-oriented General Mathematics Part 1, correlates performance objectives in basic mathematics with career-oriented concepts and activities. The material is designed to lead the student in a systematic development that provides for continuous progress. The guide is in outline format, providing a curriculum outline, performance objectives, and related (career-oriented) concepts, objectives, and learning activities. The guide encompasses the main topic areas of developmental arithmetic, introduction to algebra, geometry, measurement, introduction to statistics, and enrichment topics. (NJ)

ED117565 CE006282
Career Education Resource Guide for Chemistry.
Louisiana State Dept. of Education, Baton Rouge.
Report No.: VT-102-461
Publ. Date: 74 Note: 78 p.; For related documents, see CE 006 283-291
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors: *Career Education/*Career Opportunities/Career Planning/***Chemistry**/Instructional Materials/*Learning Activities/Occupational Information/*Resource Guides/**Science Curriculum**/Secondary Education
Identifiers: Louisiana
The activities comprising the career education resource guide explore careers in chemistry or chemistry-related fields with limited treatment given to other science-related occupations. Units providing a general framework of

chemical principles and realted activities alternate with the career units. The career concepts most applicable to each unit are given with the unit. The Acquisition of Career-Entry Skills, Stage 5 of the Louisiana State Plan for Career Education, is emphasized. Information and experience built into the curriculum and into the career education activities are intended to help the student acquire these career-entry skills. A list of these skills is given for each unit. Making up one-third of the document, the appendix lists chemistry textbooks adopted for use in Louisiana schools; a reference code; instructional materials; lists of careers in, or related to, science and technology; an occupational study outline; and a list of information sources. (Author/NJ)

ED117555 CE006264
Career Exploration Activities.
Lock, Burt M.
Buffalo Public Schools, New York.
Report No.: VT-102-442
Publ. Date: Jun 75 Note: 41 p.; For the final report of the project, see CE 006 486
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Career Education/*Career Exploration/*Grade 10/**Industrial Arts**/Instructional Materials/*Learning Activities/*Lesson Plans/Secondary Education/Self Concept/**Shop Curriculum**/Vocational Development
Identifiers: New York (Buffalo)/Southside Junior High School
The lesson plans represent activities carried out in the industrial arts laboratory of Southside Junior High School as part of the Buffalo public school's career education project. Designed for the level of grade 10, these activities provide industrial arts instruction as a means to allow the student to gain awareness of his abilities, aptitudes, and interests through exploratory experiences related to industry and man's technological development. The content includes all elements of industry, occupations, materials, energy and power, processes, personnel, communications, services, and research and development. The central theme is the individual and his learning about himself through concepts and exploratory experiences. Each of the 37 lessons lists objectives, suggested time, needed materials and equipment, references, evaluation methods, and a summarizing statement. (Author/NJ)

ED117432 95 CE006079
Career Education: Learning with a Purpose. Secondary Guide—Vol. 5. Mathematics and Career Clusters, Mathematics Related Activity Suggestions, Field Trip Sites and Guest Speakers.
Atkinson, Marilyn; And Others
State Fair Community College, Sedalia, Missouri.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Note: 168 p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors: *Career Education/Curriculum Development/*Curriculum Guides/Educational Objectives/Integrated Curriculum/***Mathematics**/*Occupational Clusters/Resource Materials/*Secondary Education/Teaching Procedures/Unit Plan
The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in mathematics. Suggested activities and ideas present the following units based on career clusters as they relate to mathematics: construction, communications and media, hospitality and recreation, public service, marine science, health, manufacturing, transportation, and agribusiness and natural resources. Activity suggestions for other math-related units are also given including several "silent lectures" emphasizing logical problem solving and units on consumer economics, metrics, computer science, statistics, and other mathematical applications. Objectives, teaching procedure, and related resources and materials are presented for each unit. A 12-page list of suggested local field trip sites and guest speakers is included. (EC)

ED117431 95 CE006078
Career Education: Learning with a Purpose. Secondary Guide—Vol. 4. Home Economics, Family/Community Relations, Home Mangement, Foods and Nutrition, Clothing and Textiles, Field Trip Sites and Guest Speakers.
Atkinson, Marilyn; And Others
State Fair Community College, Sedalia, Missouri.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Note: 125 p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors: *Career Education/Child Development/**Clothing Instruction**/Curriculum Development/*Curriculum Guides/Educational Objectives/**Family Life Education/Home Economics**/*Home Economics Education/**Home Management**/Learning Activities/**Nutrition Instruction**/Resource Materials/*Secondary Education/Self Actualization/Teaching Procedures/Unit Plan
The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in home economics. Suggested activities and ideas are presented as unit plans in the

following areas of home economics: family relations/family living, home management, child development, foods and nutrition, clothing and nutrition, creative home arts, and community service projects. Unit objectives, teaching procedures, resources and materials, evaluation, and comments on use are presented for each unit. Also included are activiity suggestions for home economics units in a semester course called "Personal Culture." Designed mainly for girls, it deals with manners, grooming, personality, and job-related aspects of personal development. A 13-page list of suggested local field trip sites and guest speakers is given. (EC)

ED117428 95 CE006075

Career Education: Learning with a Purpose. Secondary Guide—Vol. 1. Art, English, Industrial Arts, Physical Education, Science, Field Trips and Guest Speakers.

Atkinson, Marilyn; And Others

State Fair Community College, Sedalia, Missouri.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Note: 181 p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors: **Art/***Career Education/Curriculum Development/Curriculum Guides/Educational Objectives/**English/Industrial Arts/***Integrated Curriculum/Learning Activities/**Physical Education**/Resource Materials/**Sciences/***Secondary Education/Teacher Developed Materials/Teaching Procedures/*Units of Study (Subject Fields)

The guide offers a compilation of teacher developed career education materials which may be integrated with secondary level curriculum and, in some cases, complete unit or course outlines are included. Suggested activities and ideas are presented for the following five subject areas and their related units: art, English (activity suggestions for semester courses and for college preparatory English), industrial arts—home maintenance and repair, physical education, and science (general science, biological science, and chemistry). Objectives, teaching procedures, and resources and materials are presented for each unit. A 12-page list of suggested local field trip sites and guest speakers is included. (EC)

ED115942 CE005836

Development of Pre-Postsecondary Education Programs in Engineering and Health Occupations for High School Students in Grades 11 and 12.

Akron Public Schools, Ohio.

Sponsoring Agency: Ohio State Dept. of Education, Columbus.

Report No.: VT-102-325

Publ. Date: 75 Note: 79 p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors: *Career Education/Career Exploration/*Curriculum Guides/Grade 11/Grade 12/***Health Occupations Education/***Learning Activities/Program Descriptions/Secondary Education/Vocational Education

A program of pre-postsecondary instruction in engineering and health occupations for grades 11 and 12 was developed and implemented at Firestone High School from June 1974 to July 1975. It was designed to be compatible with high school graduation requirements and offer experiences related to postsecondary education that would lead to a paraprofessional or professional goal. The main features of the program were the "hands-on" experiences, career planning, and a broad educational foundation based on the student's career objectives. The activities were designed to provide the students with an understanding of careers related to the program offering, to introduce them to the personal and educational requirements of their choices, and to promote understanding and acceptance of their abilities and aptitudes in light of future occupational aspirations. Field experience comprised a large part of the curriculum. The engineering segment of the program is touched on briefly (2 pages) while the body of the document (60 pages) consists of a curriculum guide of health occupation learning activities developed by the project. Organized into a 36-week continuum of second year activities, the curriculum materials outline developmental and behavioral objectives, student assignments, and activities designed to introduce the student to the varied career opportunities in the medical fields. (Author/NJ)

ED114525 95 CE005372

The Comprehensive Career Education System: Guidance Component 10-12.

Educational Properties, Inc., Irvine, California.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-72-4578

Note: 102 p.; For related documents, see CE 005 370-371 and CE 005 373

Available from: Educational Properties, Incorporated, P. O. Box DX, Irvine, California 92664 ($4.00)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors: Behavioral Objectives/Career Awareness/*Career Education/*Curriculum Guides/Educational Objectives/Grade 10/Grade 11/Grade 12/**Group Guidance**/Guidance Objectives/*Gudiance Programs/*Learning Activities/Resource Guides/*Secondary Education/Senior High Schools

The counselor directed guidance component for grades 10 through 12 was designed in conjunction with the California State Guidance Model. The material is arranged under the following chapters: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, skill awareness, beginning competence, and employability skills. Arranged according to grade levels, each chapter begins with a statement of goals and sub-goals, explores activities and objectives, and lists resources. A systematic numerical coding system was used for goals, sub-goals, objectives, and activities, based upon the concepts expressed int he California State Guidance Model. (LH)

ED112215 CE005240

The World of Health Occupations. A Two-Year Cooperative Program.

Purdy, Joan M.

Rutgers, The State University, New Brunswick, N.J. Curriculum Lab.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.: VT-102-007

Publ. Date: Mar 75 Note: 233 p.

Available from: New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($1.50 plus postage)

EDRS Price MF-$0.76 HC-$12.05 Plus Postage.

Descriptors: *Career Education/*Cooperative Programs/Course Content/*Curriculum Guides/Grade 11/Grade 12/**Health Occupations/*Health Occupations Education**/Human Body/Human Development/Legal Problems/**Nutrition Instruction/***Secondary Education/Teaching Procedures/Unit Plan

Identifiers: New Jersey

The two-year cooperative health occupations program curriculum guide was prepared to introduce to the schools, and more importantly to the student, the vocational opportunities to be found in health careers. The student's elected goal should lead to employment upon graduation because of specialized training, and may open doors to advanced education to prepare for a more advanced position in the health field. The document consists of seven units for the junior year: (1) orientation to school and health occupations, (2) introduction to aspects of health and human behavior, (3) growth and development of the person, (4) introduction to legal aspects, (5) body structure and functions, (6) skills related to health occupations, and (7) nutrition. The senior year consists of an orientation to the world of work. Each unit begins with an introduction and then is organized by content, teacher activities, student activities, and desired behavioral outcome. Appended are materials for testing, student records, and lists of recommended textbooks and audiovisual aids. (Author/LJ)

ED112009 CE004756

Exploring Agricultural Careers: The Present World of Work.

Lee, Jasper S.

Virginia Polytechnic Institute and State University, Blacksburg. Division of Vocational-Technical Education.

Sponsoring Agency: Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No.: AB-5

Publ. Date: 75 Note: 41 p.; Portions of the photographed material may not reproduce well in microfiche. For related document, see CE 004 757

EDRS Price MF-$0.76 HC-$1.95 Plus Postage.

Descriptors: **Agribusiness/*Agricultural Education/***Agricultural Occupations/Career Choice/*Career Education/Career Planning/Farm Occupations/*Instructional Materials/*Occupational Information/**Off Farm Agricultural Occupations**/Reading Materials/Secondary Education/Vocational Agriculture

The booklet is designed primarily for use in teaching students about careers and the importance of work; it provides introductory information about agricultural occupations presented at the reading level of students normally enrolled in high school agricultural classes. Among the fundamental principles which should be taken into consideration when early decisions about agricultural careers are made, are these: many occupations in agribusiness tend to be similar to those of other businesses from the standpoint of benefits to the worker, yet, in certain agricultural occupations there is a great deal of difference; the hours of work, fringe benefits, and methods of pay for farm work, for instance, often vary from routine industrial work. Further information is presented on the organization of work, the trend in working conditions, the role of labor unions, labor legislation, and discussion of labor market trends and the possibilities for small businesses. Two pages of questions for discussion and activities to perform conclude the booklet. (Author/AJ)

ED111947 CE004667

Electricity/Electronics. Career Education Guide.

Dependents Schools (DOD), Washington, D.C. European Area.

Report No.: USDESEA-MAN-352-356-4

Publ. Date: 1 May 74 Note: 101 p.; For related documents, see CE 004 659-660 and CE 004 662-669; Materials referred to in the guide are available from Electronic Aids, Inc. (EA), c/o Mycom Media Corporation,

2175 Greenspring Dr., Timonium, Maryland 21093; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept. of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

EDRS Price MF-$0.76 HC-$5.70 Plus Postage.

Descriptors: Behavioral Objectives/*Career Education/Course Descriptions/*Curriculum Guides/Electrical Systems/**Electric Circuits/*Electricity/Electromechanical Technology/*Electronics**/Instructional Materials/Job Training/Laboratory Procedures/Learning Activities/Radio Technology/Secondary Education/Television/**Trade and Industrial Education**/Transistors

The curriculum guide is designed to provide high school students with realistic training in electricity/electronics theory and practice and to prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into three areas: electrical technology, radio-television technology, and industrial electronics. All modules in the outline are keyed to Electronic Aids, Inc. materials programs and equipment. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The electricity/electronics curriculum covers the following topics: consumer electricity, elements of electricity, electrical wiring and equipment skills, principles of electricity, lighting and alarm installation skills, electro-mechanical control systems, elements of fluid control systems, motor services skills, motor control skills, elements of electronics, basic electricity/electronics skills, principles of electronics, transistor fundamentals, transistor applications, transistor and logic skills, office machine repair skills, fundamentals of AM receivers, AM receiver skills, fundamentals of FM receivers, FM receiver skills, principles of television, integrated circuit design, and logic circuit design. The document concludes with a suggested facilities layout of an electronics/electricity laboratory and an equipment list. (BP)

ED111946 CE004666

Business/Clerical/Sales. Career Education Guide.

Dependents Schools (DOD), Washington, D.C. European Area.

Report No.: USDESEA-MAN-352-356-2

Publ. Date: 1 May 74 Note: 77 p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept. of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

EDRS Price MF-$0.76 HC-$4.43 Plus Postage.

Descriptors: Behavioral Objectives/***Business Education**/*Business Skills/Business Subjects/*Career Education/Course Descriptions/*Curriculum Guides/Instructional Materials/Job Training/Laboratory Procedures/Learning Activities/*Office Machines/**Office Occupations Education**/Office Practice/Secondary Education

The curriculum guide is designed to provide students with realistic training in business/clerical/sales theory and practices within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The clerical/business/sales occupations curriculum covers the following areas: introduction to business, typing 1 (beginning), speed writing, typing 2 (beginning applications), PBX operation skills, business filing, English for business communications, beginning shorthand, machine transcription, intermediate shorthand, typing 3 (advanced applications), magnetic tape typing, advanced shorthand, typing 4 (executive specialties), business mathematics, record keeping, 10-key calculators, full-key calculators, beginning accounting, accounting machine operation, intermediate accounting, advanced accounting, distributive education skills, and orientation to job entry. The modules are meant to be used in coordination with other elements in the series: graphic communications, health/cosmetology, and computer technology. The document concludes with a suggested facilities layout including physical descriptions and diagrams. (BP)

ED111944 CE004664

Automotive Technology. Career Education Guide.

Dependents Schools (DOD), Washington, D.C. European Area.

Report No.: USDESEA-MAN-352-356-1

Publ. Date: 1 May 74 Note: 120 p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept. of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

EDRS Price MF-$0.76 HC-$5.70 Plus Postage.

Descriptors: Auto Body Repairmen/***Auto Mechanics/Auto Mechanics (Occupation)**/Behavioral Objectives/*Career Education/Course Descriptions/*Curriculum Guides/*Engines/Instructional Materials/Job Training/Laboratory Procedures/Learning Activities/Mechanics (Process)/Secondary Education/**Trade and Industrial Education/*Welding**

The curriculum guide is designed to provide students with realistic training in automotive technology theory and practice within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into three areas: small engines, automotive technology,

and welding. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The automotive occupations curriculum covers the following topics: basic small engine operation and construction, motorcycle repair, rotary engine power mechanics, marine engine repair, automobile operation and construction, basic tune-up, basic engine operation and construction, brake systems, power transmission systems, engine overhaul and repair, fuel system, electrical system, ignition systems, automotive parts, automotive maintenance, painting fundamentals, painting applications, body repair, welding, welding fundamentals, basic fusion and nonfusion processes, reading shop drawings, arc welding, gas welding, cutting, welding applications, and inert gas shielded-arc welding. The document concludes with facility layouts of functional auto mechanics, small engines, and welding laboratories. (BP)

ED111943 CE004663

Graphic Communciations. Career Education Guide.

Dependents Schools (DOD), Washington, D.C. European Area.

Report No.: USDESEA-MAN-352-356-5

Publ. Date: 1 May 74 Note: 113 p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept. of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

EDRS Price MF-$0.76 HC-$5.70 Plus Postage.

Descriptors: Behavioral Objectives/Career Education/Course Descriptions/*Curriculum Guides/**Drafting/*Graphic Arts**/Instructional Materials/Job Training/Laboratory Procedures/Learning Activities/***Photography/*Printing/*Reprography**/Secondary Education/**Trade and Industrial Education**

The curriculum guide is designed to provide students with realistic training in graphic communications theory and practice within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. The program modules outlined in the guide have been grouped into four areas: printing, photography, design and detailing, and office reproduction. A schematic laboratory layout shows key relationships of various activity zones in the lab and, to aid in the separation of these into discrete units, a functional zone schematic has also been included. Each unit plan includes a description of the topic, time required, behavioral objectives, module outline, curriculum materials list, laboratory activities, and materials needed. The following topics are presented: artwork; image assembly; photo-conversion; image carrier preparation; image transfer (offset); lithographic platemaking; color separation; finishing procedures; line, halftone, and still photography; cinematography; beginning, intermediate, and advanced drafting; fluid duplicating; duplicator operation; master imaging; office artwork preparation; stencil typing and imaging; mimeograph operation 1 and 2; decision making; and image transfer (letterpress). Appendixes include: activity groups and rotation schedule, student contracts, and laboratory supply lists. (MW)

ED111942 CE004662

Health/Cosmetology. Career Education Guide.

Dependents Schools (DOD), Washington, D.C. European Area.

Report No.: USDESEA-MAN-352-356-6

Publ. Date: 1 May 74 Note: 157 p.; For related documents, see CE 004 659-660 and CE 004 663-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept. of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

EDRS Price MF-$0.76 HC-$8.24 Plus Postage.

Descriptors: Behavioral Objectives/*Career Education/***Cosmetology**/Course Descriptions/*Curriculum Guides/Dental Assistants/**Health Occupations Education**/*Health Services/Individualized Curriculum/Instructional Materials/Job Training/Laboratory Procedures/Learning Activities/Secondary Education/Vocational Education

The curriculum guide is designed to provide students with realistic training in theory and practice within the secondary educational framework and prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into branches pertaining to the broad categories of health services and cosmetology. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The health occupations curriculum covers the following topics: personal awareness, fundamental health care and first aid, sciences, understanding human behavior, body mechanics, diagnostic data collection, pharmacology, therapeutic procedures, patient care, advanced nursing skills, advanced clinical skills, medical/dental office skills, dental anatomy and physiology, sterilization and disinfections, dental materials, laboratory procedures, chairside procedures, and dental radiology. The cosmetology curriculum covers: hand and foot care; hair pieces; hair, scalp, and facial treatment; facial makeup; distributive education skills; electricity and light therapy; hair coloring; hair shaping; hair waving and relaxing; hair styling; and shop operation. Since the curriculum calls for individualized learning, the program can range from one semester to two years of training. (MW)

ED107899 95 CE004010

Secondary Career Education Activities: Health and Physical Education.

Radford City Schools, Virginia.

Sponsoring Agency: Office of Education(DHEW), Washington, D.C.

Bureau No.: V361010L

Grant No.: OEG-0-73-2990

Note: 28 p.; For related documents, see CE 003 996-CE 004 009

Available from: Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 [39 units] $5.00; 4-7 [42 units] $5.00; Special Education [18 units] $5.00; 8-12 [107 units] $10.00)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage.

Descriptors: Air Pollution Control/*Career Education/*Curriculum Guides/**Dentistry**/Disease Control/**First Aid**/ ***Health Education**/*High School Curriculum/Hobbies/**Insurance Occupations**/Integrated Curriculum/Marihuana/ **Mental Health**/Motor Vehicles/**Nutrition**/Occupations/**Physical Education**/Resource Materials/**Safety Education**/ *Secondary Education

Identifiers: *Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with subject matter in secondary grades. The units are designed to reveal career orientation aspects of traditional topics within five major subject areas: English, social studies, mathematics, science, and health and physical education. The lesson plans are presented in brief outline form, but activities range from those of short duration to several weeks. All provide broad objectives, performance objectives, lesson procedures, and materials and resources in all media. The units in health and physical education directed to grades 8-12 cover sports, disease prevention and control, safety, illegal use of marihuana, first aid, gun safety, mental health, bone fracture, air pollution, nutrition, hobbies and crafts, dentistry, insurance, and driving a car. (MDW)

ED107898 95 CE004009

Secondary Career Education Activities: Social Studies.

Radford City Schools, Virginia.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V361010L

Grant No.: OEG-0-73-2990

Note: 58 p.; For related documents, see CE 003 996-CE 004 008 and CE 004 010

Available from: Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 [39 units] $5.00; 4-7 [42 units] $5.00; Special Education [18 units] $5.00; 8-12 [107 units] $10.00)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage.

Descriptors: *Career Education/*Curriculum Guides/*High School Curriculum/Integrated Curriculum/Occupations/ Resource Materials/*Secondary Education/***Social Studies**/Units of Study (Subject Fields)

Identifiers: *Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with subject matter in secondary grades. The units are designed to reveal career orientation aspects of traditional topics within five major subject areas: English, social studies, mathematics, science, and health and physical education. The lesson plans are presented in brief outline form, but activities range from those of short duration to several weeks. All provide broad objectives, performance objectives, lesson procedures, and materials and resources in all media. The units in social studies directed to grades 8-12 cover armed services, housing, archeology, advertising, anthropology, geology, history, government, environment, the stock market, consumer education, agribusiness, saving money, international service, courts, labor organizations, transportation, marine science, cartography, business, banking, and income tax. (MDW)

ED107897 95 CE004008

Secondary Career Education Activities: Science.

Radford City Schools, Virginia.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V361010L

Grant No.: OEG-0-73-2990

Note: 28 p.; For related documents, see CE 003 996-CE 004 007 and CE 004 009-010

Available from: Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virgnia 24141 (K-3 [39 units] $5.00; 4-7 [42 units] $5.00; Special Education [18 units] $5.00 8-12 [107 units] $10.00)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage.

Descriptors: **Astronomy**/*Career Education/Chemical Reactions/*Curriculum Guides/Electrical Occupations/ **Engineering Technology**/*High School Curriculum/Integrated Curriculum/**Meteorology**/Occupations/**Oceanology**/ **Photography**/**Radiation**/Resource Materials/***Science Curriculum**/*Secondary Education

Identifiers: *Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with subject matter in secondary grades. The units are designed to reveal career orientation aspects of traditional topics within five major

subject areas: English, social studies, mathematics, science, and health and physical education. The lesson plans are presented in brief outline form, but activities range from those of short duration to several weeks. All provide broad objectives, performance objectives, lesson procedures, and materials and resources in all media. The units in science directed to grades 8-12 cover five activities in electricity and related jobs, weather, the solar system, sea topography, mineralogy, photography as related to physical optics, nuclear chemistry, chemical changes, and machines. (MDW)

ED107896 95 CE004007

Secondary Career Education Activities: Mathematics.

Radford City Schools, Virginia.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V361010L

Grant No.: OEG-0-73-2990

Note: 31 p.; For related documents, see CE 003 996-CE 004 006 and CE 004 008-010

Available from: Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 [39 units] $5.00; 4-7 [42 units] $5.00; Special Education [18 units] $5.00 8-12 [107 units] $10.00)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage.

Descriptors: *Career Education/*Curriculum Guides/*High School Curriculum/Integrated Curriculum/***Mathematics Curriculum**/Occupations/Practical Mathematics/Resource Materials/*Secondary Education/Secondary School Mathematics/Units of Study (Subject Fields)

Identifiers: *Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with subject matter in secondary grades. The units are designed to reveal career orientation aspects of traditional topics within five major subject areas: English, social studies, mathematics, science, and health and physical education. The lesson plans are presented in brief outline form, but activities range from those of short duration to several weeks. All provide broad objectives, performance objectives, lesson procedures, and materials and resources in all media. The units in mathematics directed to grades 8-12 cover machinist work, transportation, buying and selling stocks, sports statistics, sales, estimation, contracting, travel, percentage, rational numbers, home maintenance and purchase, checking accounts, linear measure, computers, surveying, mathematician careers, space, architecture, psychology, vacations, pythgorean theorem, and drafting. (MDW)

ED107856 CE003958

Career Education: Senior High.

Cortland-Madison Board of Cooperative Educational Services, Homer, New York.

Publ. Date: 74 Note: 270 p.; For related documents, see CE 003 950-7

EDRS Price MF-$0.76 HC-$13.32 Plus Postage.

Descriptors: **American History/Business Education/***Career Awareness/*Career Education/*Curriculum Guides/Instructional Materials/Integrated Curriculum/*Learning Activities/**Mathematics Materials**/Resource Materials/**Science Materials**/Secondary Education/***Social Studies Units**/Unions/Unit Plan

The last in a series of nine career education guides contains seven unit plans for grades 9-12. In general each unit presents goals, objectives, measuring devices, activities, instructional materials or resources, careers appropriate to the unit, a multimedia bibliography, and a unit evaluation form for teachers. Part one is a social studies unit which contains 15 modules covering social deviation: American, Asian, European, and African studies; and sociology. Part two is a physical science unit on radio communication. Part three is an American history unit on U.S. and world affairs. Part four is a mathematics unit which focuses on business and consumer mathematics with respect to money. Part five is a social studies unit on the European Renaissance which deals with changes in art, science, and literature brought about by the revival of commerce during the Renaissance. Part six is a social studies mini-unit on the how and and why of joining unions. Part seven is a general business unit containing modules on finance, insurance, communications, and transportation, each with more detailed resources than the other units. (JR)

ED107854 CE003956

Career Education: Grades 7-12.

Cortland-Madison Board of Cooperative Educational Services, Homer, New York.

Publ. Date: 74 Note: 88 p.; For related documents, see CE 003 950-5 and CE 003 957-8

EDRS Price MF-$0.76 HC-$4.43 Plus Postage.

Descriptors: *Career Awareness/*Career Education/**Community Health**/*Curriculum Guides/**Health Education**/Health Occupations Education/Instructional Materials/Integrated Curriculum/Junior High Schools/**Language Instruction**/*Learning Activities/Occupational Clusters/Resource Materials/Science Careers/***Science Materials**/Secondary Education/Unit Plan

The seventh in a series of nine career education guides contains four unit plans for grades 7-12. In general each unit presents goals, objectives, measuring devices, activities, instructional materials or resources, careers appropriate

to the unit, a multimedia bibliography, and a unit evaluation form for teachers. Part one is a foreign language unit which also includes appendixes on the classroom teacher's planning cycle for career awareness in foreign language instruction, and an article entitled "Foreign Languages for Everyone: Communication and Vocation" reprinted from the FLACS newsletter. Part two is a science unit on careers in science, health, agribusiness, and environmental fields related to genetics. Part three is a unit on health careers which focuses on community health assisting. Part four is a science and health unit on living space and its effect on individuals' lives. (JR)

ED106637 CE003811

Career Development Guide: Grades 9-12.

Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Missouri.

Publ. Date: 73 Note: 72 p.; For related documents, see CE 003 808-812

EDRS Price MF-$0.76 HC-$3.32 Plus Postage.

Descriptors: Career Education/Career Planning/*Curriculum Guides/*High School Curriculum/High Schools/Human Resources/Interpersonal Competence/Learning Activities/Models/***Psychology**/Secondary Education/***Social Studies**/Social Studies Units/Units of Study (Subject Fields)/Vocational Development

Identifiers: Career Conscious Individual Career Education Model/Missouri

The curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Utilizing social studies and psychology curricula with several English, business education, economics, contemporary issues, and physical education lessons, the document centers on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives build on those of the elementary and intermediate grade levels to develop a positive self-concept, relate personal abilities to occupations, appreciate the value of work, and understand the relationship between work and a variety of factors. The main portion of the document (40 pages) presents activities and outcomes for the secondary level organized by subject area, domain, pertinent goal, and specific objective. (JB)

ED106630 CE003804

Career Development Guides: Guidance Career Unit.

Phillips, Joyce

University City School District, Missouri.

Publ. Date: 74 Note: 22 p.; For related documents, see CE 003 801-3 and CE 003 805-7

EDRS Price MF-$0.76 HC-$1.58 Plus Postage.

Descriptors: *Career Awareness/Career Education/*Curriculum Guides/***Educational Guidance**/Employment Qualifications/**English**/Guidance Counseling/Individual Development/Instructional Materials/Resource Materials/Secondary Education/*Secondary Grades/Self Concept/**Social Studies**/Teacher Developed Materials/Team Teaching/*Unit Plan/Units of Study (Subject Fields)/Vocational Development

The guide contains a guidance unit for career development designed to be a part of a secondary school career English course and a social studies unit of study in which the guidance counselor team-teaches with the classroom teacher. The guidance unit is designed to last three to four weeks and is composed of three basic elements: self awareness, occupational awareness, and educational awareness. The social studies component aims at providing students with a certain knowledge of themselves and their own occupational preferences and potential through a series of discussions, readings, games, exercises, tests, and analyses of occupational clusters. The English component aims at developing reading, writing, speaking, and listening skills valuable to career education. The outline format of the presentation of the three basic elements listed above is: objective, activities, and evaluation procedure. Three pages of resources list sources for occupational and college information, and a five-page appendix provides an outline for a student career experience study. (JR)

ED106589 CE003761

Exploring Careers in Building and Plant Maintenance.

Cincinnati Public Schools, Ohio.

Publ. Date: 73 Note: 65 p.; For related documents, see CE 003 746-60 and CE 003 762-4 and CE 004 312

EDRS Price MF-$0.76 HC-$3.32 Plus Postage.

Descriptors: ***Building Trades**/*Career Education/Career Planning/Construction (Process)/Construction Industry/*Curriculum Guides/**Electrical Occupations**/Grade 9/Grade 10/High School Curriculum/**Housing Industry**/Instructional Materials/Learning Activities/*Maintenance/*Occupational Information/Resource Materials/Secondary Education/**Trade and Industrial Education**/Vocational Development

Identifiers: *Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of

career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources, is designed to introduce the students to building and plant maintenance occupations. The introduction defines the career area, and discusses the course objectives, course strategy, and a suggested time table. The activities, organized into objectives, procedures, and resources, cover the areas of: building frames, electrical systems, heating and cooling systems, enclosing exterior and interior walls, maintaining both outdoor and indoor surfaces, individual units for related career exploration, and self-evaluation of career maturity. The appendix contains: suggestions and procedures for both field and exploration trips, forms for exploration trips, and wage rates for construction workers. (JB)

ED105090 95 CE003326

Secondary Math Activities of the North Dakota Exemplary Project in Career Education. Grades 7-12.

North Dakota State Board for Vocational Education, Bismarck.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.: 0-361-0047

Grant No.: OEG-0-70-4752(361)

Publ. Date: 30 Jun 73 Note: 164 p.; For other secondary level guides from this project, see CE 003 324-5, and CE 003 327-8, for elementary level guides, see CE 002 107-10, CE 002 393-4, and CE 003 322-3

EDRS Price MF-$0.76 HC-$8.24 Plus Postage.

Descriptors: Behavioral Objectives/Career Awareness/*Career Education/*Curriculum Guides/*Integrated Curriculum/Junior High Schools/*Learning Activities/**Mathematics**/Resource Materials/Resource Units/Secondary Education/Vocational Development

The secondary math activities materials developed by the North Dakota Exemplary Project represent information that will be helpful to teachers in achieving the goals of a career education program. The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes, and skills essential to productive living integrated into the existing curriculum. A brief explanation is offered of career education—its definition, philosophy for the secondary level, specific secondary objectives, summary of career education objectives, and the need for career education. The needs of the students, involvement in the world of work, and classroom facilities should set the stage for the selection of resource units to be used. Within the mathematics area activities are organized by the career education elements of: self awareness, career awareness, appreciations and attitudes, economic awareness, and educational awareness. Each broad objective includes specific behavioral objectives, a suggested subject area and grade level, learning activities, suggested teaching techniques, resource materials and worksheets. Supplemental materials are appended. (Author/BP)

ED105089 95 CE003325

Secondary Social Studies Activities of the North Dakota Exemplary Project in Career Education. Grades 7-12.

North Dakota State Board for Vocational Education, Bismarck.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.: 0-361-0047

Grant No.: OEG-0-70-4752(361)

Publ. Date: 30 Jun 73 Note: 175 p.; For other secondary level guides from this project, see CE 003 324 and CE 003 326-8, for elementary level guides, see CE 002 107-10, CE 002 393-4, and CE 003 322-3

EDRS Price MF-$0.76 HC-$8.24 Plus Postage.

Descriptors: Behavioral Objectives/Career Awareness/*Career Education/*Curriculum Guides/*Integrated Curriculum/Junior High Schools/*Learning Activities/Resource Materials/Resource Units/Secondary Education/***Social Studies**/Vocational Development

Identifiers: North Dakota

The secondary social studies activities materials developed by the North Dakota Exemplary Project represent information that will be helpful to teachers in achieving the goals of a career education program. The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes, and skills essential to productive living integrated into the existing curriculum. A brief explanation is offered of career education—its definition, philosophy for the secondary level, specific secondary objectives, summary of career education objectives, and the need for career education. The needs of the students, involvement in the world of work, and classroom facilities should set the stage for the selection of resource units to be used. Within the social studies area, activities are organized by the career education elements of: self awareness, career awareness, attitudes and appreciations, economic awareness, skill awareness, and educational awareness. Each broad objective includes specific behavioral objectives, a suggested subject area and grade level, learning activities, suggested teaching techniques, resource materials, and worksheets. Supplemental materials are appended. (Author/BP)

ED102407 95 CE003139

Career Exploration in the Fashion Industry: A Suggested Program Guide. Fashion Industry Series No. 1.

Fashion Institute of Tech., New York, New York.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Publ. Date: 73 Note: 72p.; For other documents in the Fashion Industry series, see CE 003 140-142 and CE 003 621
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.76 HC-$3.32 Plus Postage.
Descriptors: Adult Vocational Education/Behavioral Objectives/*Career Education/Clothing Design/***Clothing Instruction**/Clothing Maintenance Specialists/Curriculum Guides/**Distributive Education**/Employment Opportunities/**Home Economics Education**/*Occupational Home Economics/*Occupational Information/Resource Guides/Resource Units/Sales Occupations/Secondary Education/**Textiles Instruction**/Vocational Development
Identifiers: Career Exploration/*Fashion Industry
The career exploration guide is the first of a series of five interrelated program resource guides encompassing the various dimensions of the fashion industry. The series is intended to provide an information source for establishing, expanding, or evaluating secondary and adult vocational instructional programs related to the broad field of fashion. It presents an introduction to the different segments of the fashion field and suggestions for a career exploration program. Following an overview of educational objectives, suggestions for achieving them, and supporting services to be considered, the guide provides five resource modules, each organized according to: (1) major concepts, (2) behavioral objectives coordinated with exploratory experiences, (3) suggestions for evaluation, (4) information about the occupational fields within the fashion industry, and (5) teaching resources listing reference materials, audiovisual aids and instructional supplies. The first module provides an overview of fashion industry careers, while the remaining four modules deal with four facets within the industry: fashion merchandising; apparel design and production; textile design and production; and drycleaning and laundering. Each module also contains a profile of occupations within its scope and lists titles, places of employment, and job responsibilities. A bibliography and list of representative trade associations are appended. (Author/MW)

ED099525 CE002606
Clothing Services: Coordinated Vocational Academic Education.
Texas Education Agency, Austin. Dept. of Occupational Education and Technology; Texas Technical University, Lubbock. Home Economics Instructional Materials Center.
Publ. Date: 74 Note: 340 p.; For other guides in the series, see CE 002 607-608
EDRS Price MF-$0.76 HC-$17.13 Plus Postage.
Descriptors: Career Education/***Clothing Instruction**/Clothing Maintenance Specialists/*Curriculum Guides/*Disadvantaged Youth/Handicapped Students/**Home Economics Education**/Laboratory Procedures/**Needle Trades**/*Occupational Home Economics/Reference Materials/Secondary Education/*Service Occupations/**Sewing Instruction**/Vocational Education
Identifiers: Texas
Designed for junior or senior high school students with academic, socioeconomic, or other handicaps, the Coordinated Vocational-Academic Education (CVAE) Clothing Services curriculum guide is also useful in other vocational education programs. Information is presented in three sections. Section one is an overview for teacher preparation; suggestions for planning, teaching, and evaluating CVAE programs; and suggestions for using the guide. Section two includes the following concepts: job opportunities in clothing services, sewing tools and equipment, sewing skills, custom clothing construction, assembly line production, alteration and repair, laundering and dry cleaning, and packing and storing clothes. Section three aids the teacher in planning laboratory experiences which simulate actual job situations. Patterns and directions are included for a number of projects adaptable to assembly line techniques. General suggestions for conducting laboratory experiences are also included. A 14-page annotated reference list concludes the document and offers student references, books, audiovisual aids, pamphlets and other instructional materials. (MW)

ED099464 95 CE002473
The Blue Hills Model: A Collaborative Experiment in Career Development. Volume 2—A Health Services Curriculum.
Blue Hills Regional Career Education Center, Canton, Massachusetts.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Publ. Date: 73 Note: 74 p.; For related document, see CE 002 472
EDRS Price MF-$0.76 HC-$3.32 Plus Postage.
Descriptors: *Career Education/*Curriculum Guides/***Health Occupations Education**/Health Services/Instructional Materials/*Integrated Curriculum/Laboratory Procedures/**Nursing**/Occupational Clusters/Orientation Materials/*Performance Based Education/Secondary Education/Task Analysis/Vocational Development/Vocational Training Centers
Identifiers: Massachusetts
With the goal of bringing relevancy to the learning process, the Blue Hills Regional Technical Education Center in Canton, Massachusetts has developed an integrated curriculum relating career development laboratory instruction to theoretical instruction and applying the process to a health services cluster. The health services program provides an

orientation to health careers with classroom instruction and laboratory practice at the secondary level. The course presents basic health and health occupation skills. An analysis of job performances, or occupational analysis (OA), is the curriculum base, which is then translated into performance objectives, and finally sequentially grouped into developmental learning hierarchies, forming laboratory instructional units. Related performance objectives paralleling laboratory instruction were developed by science, math, social studies, English, and foreign language teachers to produce integrated instructional units. (MW)

ED085284 SO006461

World History. Volumes I and II. Sahuarita High School Career Curriculum Project.

Hoffman, Judy

Sahuarita High School District 130, Arizona

Publ. Date: 72 Note: 518 p.

EDRS Price MF-$0.92 HC-$26.02 Plus Postage.

Descriptors: ***Ancient History**/Career Education/Communications/Course Objectives/Curriculum Guides/Elective Reading/Enrichment Activities/Learning Activities/**Modern History/Political Science**/Reading Assignments/**Religion**/Secondary Education/***Social Studies**/Transportation/War/***Western Civilization/Womens Studies/*World History**

Volumes I and II of a world history course, part of a high school career curriculum project, are outlined. Objectives are listed by course title. Course titles include: Early Communication—Languages and Writing; World History; Law and Order in Ancient Times; Early Transportation; Women in Ancient Times; Art and Literature in Ancient Times; History of Music, Art and Literature; History of Military and Wars; Science and Medicine; The Church in the Middle Ages and the Reformation; Women's Rights; The Enlightenment; The Middle Ages and Renaissance; Business and Industry; Political Revolutionaries; Witchcraft; Early Agriculture; War Since 1945; and Political Revolutions. Several course titles have more than one learning package for the different time periods covered. Each package is outlined in a similar format consisting of a problem statement, objectives, required reading materials and activities, and extra reading materials and activities. Related documents are SO 006 459 and SO 006 460. (KSM)

ED085283 SO006460

The Free Enterprise System. Sahuarita High School Career Curriculum Project.

Gentner, Weston L.

Sahuarita High School District 130, Arizona

Publ. Date: 72 Note: 105 p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage.

Descriptors: Business Cycles/*Career Education/***Consumer Economics**/Course Objectives/Curriculum Guides/***Economic Education**/*Economics/Enrichment Activities/Learning Activities/Occupational Information/Reading Assignments/Resource Materials/Secondary Education/***Social Studies**/Taxes/Unemployment

Identifiers: *Free Enterprise

A course on free enterprise, part of a high school career curriculum project, is outlined. Seventy-two objectives for the course are listed. An introduction establishes the purpose of studying free enterprise, a state required course, in terms of learning citizenship responsibilities and gaining knowledge of a private enterprise economy. Four general course objectives are listed, followed by the titles of the eleven learning packages which constitute the course. These include: The Idea of Economic Scarcity; Economic Choices; Specialization; The Market System; Government in the Economy; The Consumer in the Economy; The International Economy; The Free Enterprise System; Understanding Taxes; Unemployment—A Social Problem; and Becoming Economically Independent. A reading list, a list of career materials and periodicals in the high school resource center, a list of filmstrip titles on vocational guidance, and a book report form precede the major portion of the guide which contains outlines of each learning package. All packages follow a similar format, consisting of a rationale, objectives, a pre-test, information sources, activities, evaluation, and quest opportunities. Related documents are SO 006 459 and SO 006 461. (KSM)

ED085282 SO006459

Southwest History. Sahuarita High School Career Curriculum Project.

Hoffman, Judy

Sahuarita High School District 130, Arizona

Publ. Date: 72 Note: 136 p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage.

Descriptors: ***American Culture/*American Indians**/Business/Career Education/Course Objectives/Curriculum Guides/Elective Reading/Enrichment Activities/Learning Activities/**Medicine/***Mexican Americans/Reading Assignments/Secondary Education/***Social Studies/*United States History/Urban Studies**

Identifiers: Arizona/*Southwestern United States

A course on Southwest history part of a high school career curriculum project, is outlined. Objectives for each part of the course are listed. Course titles include: Urban Problems in the Southwest, Mexican Americans in

the Southwest, Southwest History, Americans in the Southwest, Indians in the Southwest, Urban Problems, and History of Business and Industry. Several course titles have more than one learning package, each outlined in a similar format consisting of a problem statement, objectives, required reading materials and activities, and extra reading materials and activities. Packages include: The Mexican-American Today; Mexican-Americans Begin to be Heard; Cowboys; Medicine; Business in the Southwest; Ancient Indian Culture; Pueblo, Hopi, and Zuni; Red Power; Apache Group and Comanches; Mining in Arizona; Introduction to Urban Problems; Race Relations in the Cities; Planning; Crime; and Western Justice. The units on Ameircan Indians contain reproductions of literature, songs, symbols, and Indian picture writing. Related documents are SO 006 460 and SO 006 461. (KSM)

ED085280 SO006200

Madison Public Schools. La Follette Careers Program. Tenth Grade Social Studies Guide.

Morrissey, Jim, Waity, Charles

Publ. Date: Aug 69 Note: 55 p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage.

Descriptors: Behavioral Objectives/*Career Education/Concept Teaching/Curriculum Guides/Evaluation Methods/Films/Fundamental Concepts/Grade 10/Instructional Materials/Instructional Media/Learning Activities/ Secondary Education/***Social Studies**/Teaching Guides/Teaching Methods/Unit Plan/***Western Civilization/*World History**

A social studies course for a tenth grade career program is outlined in this curriculum and teaching guide. A calendar plots the time sequence for the nine units which cover prehistory to the present. The format of each unit is in three sections. The interrelated concepts, behavior goals, and teaching methods and learning activities are presented, followed by suggestions for media to be used (texts, lectures, slides, tapes, transparencies, and filmstrips), ending with student evaluation procedures. The chronological units outlined with their subtopics include: Before Recorded Time; Civilizations Emerge Along River Valleys; The Classical World Provides Models for the West; The Fusion of Germanic and Classical Cultures; An Age of Transition; The Rise of Modern Ideology; Economic Organizations Reflects Change; Western Civilization Becomes World History; and the Challenges of Western Ascendency. A film list coordinates each subunit to a date for a film showing. Outlines of the units themselves occupy the major portion of the guide. (KSM)

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